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ABSTRACT

This year-long project was designed to encourage women to broaden their career options--in particular, to consider non-traditional fields. The project had three major components: (1) a two-credit course entitled Women's Life and Career Choices, (2) intensive advisement by female faculty members, and (3) the gathering of data on career attitudes and aspirations. The two-credit course was designed to provide specific information through lecture, discussion, and selected readings on careers for women, to demonstrate the possibilities for competence, success, and job satisfaction for women in nontraditional careers, and to provide role models for women students. The faculty-student advisement relationship was used to encourage the students to do some career exploration at the beginning of their college careers. Seventy-five randomly selected incoming freshmen women participated in the experimental group. Findings indicated that there was a significant increase in self-esteem for the experimental group but not the control group over the year. There were no overall significant differences in career attitudes or expectations between the experimental and control group. The experimental group had a slightly higher retention rate for the sophomore year. (The course outline, instruments used, and course evaluation summaries are appended.) (LRA)

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CAREER EDUCATION PROGRAM

PROJECT PERFORMANCE REPORT

1. Project Number: 554AH80661

2. Grant Number: G0078C0022

3. Nature of Report: Final

4. Project Title: Women's Academic and Career Choices

5. Period Covered by this Report: August 1, 1978 - October 31, 1979

6. Category of Projects: Reduction of Sex Stereotyping

7. Name of Project Director: Dr. Alice A. Walker

8. Address of Assistant Contractor: Research Foundation of SUNY acting for and in conjunction with State University College at Cortland, Cortland, New York 13045

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Abstract

"Women's Academic and Career Choices" was a year-long project designed to encourage women to broaden their career options, in particular, to consider non-traditional fields. It was considered important to encourage women to take courses in math and science to allow themselves more flexibility and to think of academic preparation in terms of long-term consequences and options. A three-faceted approach was used: providing role models from atypical fields, offering a two-credit strategy course, and conducting an intensive mentoring program.

Seventy-five randomly selected incoming freshmen women agreed to participate in the program. A second randomly selected group functioned as a control group.

One major component of the project was the course called "Life and Career Choices for Women" offered both in the fall and spring semesters. The objectives of the course were several: 1) to expose students to career options other than the traditional female ones, 2) to assist students directly and/or

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indirectly in making career choices, 3) to encourage students to try courses they think of as "masculine," and 4) to raise the consciousness of students with regard to careers and life styles.

One of the most important activities in the course was providing female role models from a wide spectrum of careers. Each semester about twenty guest speakers from a variety of fields and levels of careers discussed their own careers and work experiences. The project staff also addressed the class on two levels--personal and professional.

Students were also given general information on factors that affect career choices, problems women may encounter in the labor market, and information on the labor market. Students were also required to do a field study project which involved exploring a career that interested them. Library research and interviewing three people in the career were required for this project.

The second major component was the use of the faculty-student advisement relationship to encourage the students to do some career exploration at the beginning of their college careers. Through frequent interaction, female faculty advisors could encourage their advisees to consider a broad range of career choices outside stereotypically female careers. In this relationship the faculty member could also function as a role model.

Students met with their advisors on as regular a basis as possible. Many topics were covered during these sessions. Discussions covered problems dealing with college, career exploration, and material covered in the course if the student was enrolled.

Student evaluations of the course were positive. Students felt the objectives were met, their thinking was stimulated, and they gained many valuable insights about themselves and careers.

The advisement process was more difficult to evaluate. Most students seemed to find these sessions profitable. However, not all student-faculty matches were ideal and the level of commitment of students varied. One

important expectation of this advisement process was a reduction in the attrition rate. Planned future follow-ups will provide information on this aspect.

Both demographic information and attitudinal data were collected on the students in the project (the experimental group) and the control group. The majority of the students were 18, from public high schools, and almost half were Catholics. Less than 50% of their parents had college degrees, and two-thirds of their mothers worked, mostly in white-collar jobs.

Data on self-esteem, attitudes towards the role of women in society, and career and life-style expectations were gathered. There was a significant increase in self-esteem for the experimental group but not the control group over the year. There were no overall significant differences in career attitudes or expectations between the experimental and control group. However, there were some shifts on particular items in the data collected. These shifts generally pointed towards a more realistic view of the labor market.

The experimental group had a slightly higher retention rate for the sophomore year. Planned follow-ups over a ten-year period should provide information on the long-term effects of this project.

Minor changes were made in the course during the second semester to take into account students' criticisms. The major problem encountered was obtaining complete sets of data on students since this involved three testing sessions over the year, usually at a time when students were busy with final exams.

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WOMEN'S ACADEMIC AND CAREER CHOICES

FINAL REPORT

"Women's Academic and Career Choices" was a year-long project aimed at encouraging women to broaden their career choices, in particular, to consider non-traditional careers.

The project had three major components: a 2-credit course entitled "Women's Life and Career Choices," intensive advisement with female faculty members, and the gathering of data on career attitudes and aspirations.

The staff consisted of the following faculty members:

Vivian Anderson, Mathematics
Judith Best, Political Science
Rozanne Brooks, Sociology
Ellis McDowell-Loudan, Anthropology
Marilou McLaughlin, Coordinator of Sponsored Research
M. Gail Phillips, Chemistry
Susan Scales, Assoc. Dean of Arts & Sciences
Irmgard Taylor, International Communication & Culture
Alice Walker, Psychology

MAJOR ACTIVITIES

Objective 1: to provide specific information through lecture, discussion, and selected readings on careers for women.

Objective 2: to demonstrate the possibilities for competence, success, and job satisfaction for women in non-traditional careers and to provide role models for women students.

A two-credit course, Sociology 390-02, Life and Career Choices for Women, was offered in the Fall of 1978 and in the Spring of 1979. (See Appendix A for Course Outlines, Course Reading Assignments, Course Syllabi, Four-Year Curriculum Plan Form, and Course Bibliography.) These two objectives have been met by the course, Life and Career Choices for Women. Information on careers for women (Objective 1) have been met in six ways: 1) the course textbooks: Women and Success: The Anatomy of Achievement, and The Managerial Woman; 2) the Course Bibliography; 3) the Four-Year Curriculum Plan; 4) course lectures and panel discussions; 5) the Field Study Project; and 6) the Group Log or Course Diary.

Specifically, the course texts provide information on the life experiences of nine women in atypical fields; on family attitudes and relationships of career women; on the impact of education on career choice; and on the problems of professional women. The course bibliography covers general works such as Women: A Bibliography on Their Education and Careers; reference works such as 100 Careers; and works on specific professions such as Women and Mathematics: Research Prospectives for Change. The Four-Year Curriculum Plan, as an exercise in career-requirement-discovery, taught students how to plan a four-year

program that would produce credentials related to a career in a specific discipline. The lectures and panel discussions by both the nine-member home staff and numerous guest speakers provided information on a wide variety of careers among which were: chemistry, computer science, anthropology, cartography, politics, management, law, finance, sociology, the military, banking and insurance, health, and psychology. The Required Field Study Project combined library research on a specific career option with interviews with people in the chosen career field. This project taught students what kinds of skills are required for a specific career, and what the costs and benefits of the career selected might be. The Group Log served as a means of sharing information on careers and career attitudes among students who interacted on a weekly basis. The Course Diary was designed to provoke reflection on reading and lecture material and to serve as an exercise in recording personal reactions to and comments on the issues raised.

Role models (Objective 2) were provided in each class section. On almost all occasions the entire home staff was present, contributed to the question and discussion period, and was available after class for questions and comments. All members of the home staff addressed the class on two levels--personal and professional. For example, on the personal level, all members of the home staff reported to the students about their own careers and life styles, their own modes of entry into their current position as well as their opinions of the costs and benefits of their careers. On the professional level, on at least one occasion, and in some cases on more than one occasion, each member of the home staff addressed the class in her own area of expertise. Thus, Dr. Walker spoke about psychological factors affecting achievement, Dr. Best spoke about political women, and Dr. Phillips spoke about chemistry.

In addition, a wide variety of guest speakers were brought in to discuss their own careers and work experiences, and to describe their area of expertise.

During the first semester course, nineteen different role models were provided for students; during the second semester course twenty-three different role models were provided. In fact, students faced with nine home staff members, all representing "masculine" fields, had difficulty at first accepting the atypicality of the home staff. One student said in class, "But there are so many of you!" To which we quickly responded, rather startled, "But we are almost all there are on this campus."

Student responses to a question on the Course Evaluation Forms, asking which speakers students found most and least interesting, indicate that the course provided a good spread and a wide variety of role models. Each student, apparently, found some speakers to whom she could relate, and by whom she was encouraged either to think about a specific career or to think positively about herself as a woman.

The results of the Course Evaluation Forms indicate that 91% of the students responding in the Fall, and 92% of the students responding in the Spring agreed that the course objectives were made clear. Further, 82% of the students responding in the Fall and 88% of the students responding in the Spring agreed that the course objectives were accomplished. The results of the Course Evaluation Forms also indicated that 85% of the students in the Fall and 88% of the students responding in the Spring agreed that class time was well used; moreover, 91% of the students responding in the Fall and 85% of the students responding in the Spring agreed that their interest in the subject area had been stimulated by the course.

On the open-ended section of the evaluations approximately 50% of the students responding named the speakers and lecturers in general and/or the home staff in particular, as one of the two things they liked best about the course. For example, one student responded, "The faculty involved in this course were really great. They were very different people but the variety was enjoyable. Good senses of humor all of them." Open-ended student responses to

the question "What did you think was the most important thing you learned in this course?", included: "I learned to be more confident;" "I learned that I had overlooked a lot of things important to the survival of women;" "The most important thing I learned in this course was how wide and varied the careers and opportunities for women are;" "How to prepare myself for the future;" "To think positively about myself;" "A broader view of the possibilities of careers for women;" "That there are many possibilities available if you do not limit yourself;" "To be proud to be a woman;" "The availability of jobs with computers;" "There are more opportunities than I thought;" "It opened my mind to more opportunities for women;" "I really think this is the most beneficial course I took this year. I learned more about myself and the real world than I ever thought I would."

The Field Study Projects were one of the most successful aspects of the course according to the students' own assessments about the amount of information they learned regarding a specific career and the value of that information to them personally. Among the comments made by students on the value of the Field Study Project were the following: "When asked to do this project, I thought, that will be easy; as it turns out there are a lot of things that I didn't know or realize about my career choice. I interviewed three people who were a big help with this project; they also gave me different insights into this career." Another student commented: "While researching and doing the interviews for this paper, I learned a lot about this field that I never knew before." A third student stated: "This research paper has helped me learn more about myself in that I now realize that I would not be suitable for such a demanding career." Another said: "I would like to say how much this project has helped me to come closer to a career choice. It has also helped me to find out what kinds of courses are advisable to prepare for that career." Another said: "This project has given me a good idea of the opportunities open to me." Another stated: "I would say that of all the research I did in this

field, the interviews were the most valuable learning experience."

We conclude that the course Sociology 390-02 has successfully met Objectives 1 and 2. The specific activities within the course that have proven to be the most functional, are the role modeling provided by the home staff and the guest speakers, and the Field Study Project. Student comments on the role modeling aspects of the course were very favorable, and on the open-ended course evaluation questions, the incidence of selection of role models as the best aspect of the course was extremely high. The functionality of the Field Study Project is based on extremely favorable student comments and on the judgment of the course coordinators, who concluded that the overall quality of the projects was quite high.

Objective 3: to ensure that women students are encouraged, through the process of advisement, to consider non-traditional course choices and subsequent career choices.

The students who agreed to participate in the project were assigned to nine female faculty members in the Arts and Sciences Division. Advisors were assigned on the basis of majors where possible. Undecided students were randomly assigned.

The students met with their advisors for the first time at registration, where they were assisted in choosing a course schedule for the fall semester. During the academic year students met with their advisors on a regular basis as much as possible. The goal was to try to meet with each student ten times a semester. The frequency of these advisement sessions were as follows:

No. of sessions	No. of Students	
	Fall	Spring
8 - 12	43	21
5 - 7	19	18
3 - 4	6	13
1 - 2	2	16
0	1	0

At the end of the fall semester, one student transferred to another college, one was academically dismissed, and one withdrew from the project.

As can be seen, the frequency of interactions dropped during the second semester. It was the consensus of both students and faculty that such frequent interactions were no longer necessary. Overall, 90% of the students met with their advisors 6 or more times during the year, a frequency much higher than normal.

During the advisement sessions a wide range of topics were covered. Problems dealing with adjustment to college--life in the dorms, courses, study habits, etc.--were discussed. In the area of career exploration, topics covered included personal strengths and weaknesses and their relationships to careers, occupations of parents, parents' attitudes towards their careers, and problems of working mothers and wives. There was also discussion of the material covered in the course during the semester students were enrolled in it.

The Strong-Campbell Interest Inventory was administered at the beginning of the school year and the results were discussed with students at these sessions.

Objective 4: to validate the three-faceted approach to career consciousness raising.

Objective 5: to evaluate the overall importance of role-modeling as well as to evaluate the two distinct methods of role-modeling employed in this study (e.g., intensive interaction or a course in career planning).

Letters were sent to 135 randomly selected incoming freshmen women requesting them to participate in a career exploration project. Seventy-five agreed to participate. Letters were also sent to 215 randomly selected students asking them to participate in a series of tests designed to measure attitudes about careers for women. Sixty-eight responded positively and these students constituted the control group.

The day before classes started, the following tests and surveys were administered to both experimental and control groups:

1. Longitudinal Questionnaire
2. Self-Esteem Inventory
3. Attitude Toward Women Scale
4. Occupational Status of Women Survey
5. Life Style Index
6. Strong-Campbell Interest Inventory

At the end of the fall semester, the first post-test was conducted and the following tests were re-administered:

1. Self-Esteem Inventory
2. Attitude Toward Women Scale
3. Occupational Status of Women Survey
4. Life Style Index

A second post-test was conducted at the end of the spring semester and the following tests were administered:

1. Self-Esteem Inventory
2. Attitude Toward Women Scale
3. Occupational Status of Women Survey
4. Life Style Index
5. Career Aspirations Survey

Results and conclusions based on the data gathered are discussed under Evaluation. Copies of instruments used are in Appendix B.

PROJECT PARTICIPANTS

There were 130 students who participated as the experimental and control groups, 73 and 57 respectively. There were also an additional 49 students who took the course offered.

Besides the staff of 9, guest speakers and lecturers totaled 55.

Members of the local community also attended some sessions of the course. Sessions were open to the public and notices of the guest speakers usually appeared in the local newspaper as well as the student press.

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OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column (6)) NUMBER WHO ARE			OF THE TOTAL (column (6)) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	TOTAL (sum of columns (1) through (5)) (6)	HANDICAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE			2	165	2	169		2	5		169
ADULTS (non-matriculated)				20		10					10
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS				10		10				3	7
COUNSELORS			1			1					1
ADMINISTRATORS				4		4				1	3
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY			1	45		46					
PARENTS											
OTHER (specify)											
TOTAL			4	234	2	240					

OE FORM 467, 2/76

EVALUATION

Student Reactions

At the end of each semester course evaluations were filled out by students enrolled in "Life and Career Choices for Women." These evaluations were generally quite positive. The students felt the objectives were clear and were accomplished. Most students felt the discussions were good and stimulated their thinking.

The major criticisms were the amount of work and the log format used the first semester. This was changed to personal diaries the second semester. Some students also thought some of the readings were repetitious.

Summaries of the course evaluations are in Appendix C.

Unfortunately, no provision was made for students to evaluate the advisement process. However, one can draw some tentative conclusions based on student behavior. The majority of the students did see their advisors fairly regularly. Also, the following fall many of the students dropped in or got in contact with the staff although the project, as such, had ended. A number of students did develop a personal relationship with their advisor which they have maintained.

Staff Reactions

Staff evaluation of the project was, on the whole, positive. It was generally agreed that the course was effective in presenting the realities of the job market to students and in making students aware of the necessity of career planning. The guest speakers also provided information on a variety of careers and models as well as functioning as role models. One weakness of the course was the variability in quality of speakers. Many were excellent. Some, however, were not. In most cases, the staff did not know the speakers, but chose them on the basis of careers. In the future, it would be better to build a "speaker's bank" or some sort of list of effective speakers.

Reaction to the advisement process was more mixed. While everyone agrees advisement is important, implementation is not easily attained. A number of students did develop excellent relationships with faculty and seemed to benefit but others did not. Many students were assigned on a random basis and so the match between faculty and student was not always ideal. There was great variation among the students in commitment to the project and in keeping appointments. This led to frustration for some staff members when students failed to keep appointments.

There was some feeling that the staff may have been too "overpowering" for some students who had more modest goals. Consequently, the staff may not have been too effective as role models. Also, while general goals for the advisement process were agreed upon, there was no formalized plan or structure for implementation. It was left to the individual staff member to determine how to reach these goals. The result, of course, was a variety of approaches. A systematic approach may have been more effective.

Everyone agreed that offering the course the first semester a student was on campus was not a good idea. The students had many adjustments to make and for some, adding career planning was too much to deal with. Students in the course the second semester seemed to be more receptive. Also, there were a number of upperclassmen in the class and this seemed to raise the general level of discussion.

It was the consensus of the staff that a project such as this would be more effective if it began at the start of second semester of the freshman year or the beginning of the sophomore year rather than at the beginning of the freshman year.

Results of Data Collection

As indicated previously, data was gathered at the start of the academic year, at the end of the first semester, and at the end of the year to assess changes in

career choices and attitudes towards careers of those students in the project. The design included an experimental and a control group of incoming freshmen women. An additional control group of students already on campus who took the course the second semester was used. The results from each of the instruments used are discussed separately.

Profile of Sample

The longitudinal questionnaire provided background information on the students, both experimental and control, who participated. It will also be used as the basis for the longitudinal data collected over ten years, thus providing information on the career choices and paths followed by the young women who participated in the study.

The women in the study ranged in age from 17 to 20, 65% of whom were 18. Seventy-three percent came from high schools with a graduating class of less than 480. Almost all came from public high schools. Almost half of them were Catholic. (See Table 1.)

Less than 50% of the fathers and 40% of the mothers had college degrees. The majority of the fathers were in professional, semi-professional or white-collar occupations. Approximately 2/3 of the mothers worked with 44% in full-time jobs. The majority of working mothers were in white-collar jobs.

The most frequently cited reasons for going to college were: for a liberal education, for vocational goals, and for a better understanding of themselves and society. The students also thought these were the reasons their parents had for sending them to college.

Since one of the objectives of the project was the provision of role models, students were asked if they had role models prior to coming to college. The most frequently cited known-female role models were mothers, teachers, and older friends. The only known-male model cited with any frequency was their father.

TABLE 1

Demographic Data on Entering Freshmen Women
(N = 111)

Age		Religious Affiliation		No. of Siblings	
17 -	31.5%	Protestant	- 28.8%	Only child	- 2.7%
18 -	64.9	Catholic	- 45.9	One	- 17.1
19 -	2.7	Jewish	- 15.3	Two	- 31.5
20 -	.9	None	- 9.9	Three	- 18.0
				Four or more	- 31.6

Type of High School Attended

Public Coeducational	- 90.1%
Parochial Coeducational	- 5.4
Parochial Girls' School	- 4.5

Education of Parents	Father	Mother
Less than 12 years	13%	6%
High School diploma	25	36
Bachelor's degree	25	15
Advanced degree	18	11

Occupation of Parents	Father	Mother
Professional/Administrative	43.2%	16.2%
Semi-professional/White collar	28.8	35.1
Skilled & Semi-skilled	13.5	1.8
Unskilled	8.1	1.8
Service occupations	1.8	7.2
Farmers	3.6	0.0
Housewife	-	36.0
No answer	.9	1.8

Extent of Mother's Employment

Full-time	- 44.1%
Part-time	- 27.9
Seasonal	- 1.8
Not employed at present	- 24.3
No answer	- 1.8

Reasons Why Student is at College	Student	Mother	Father
Liberal Education	37.8%	42.3%	38.7%
Vocational Goals	26.1	29.7	24.3
Better Understanding of self and society	27.9	15.3	16.2

Among prominent people, both male and female, the most frequently cited were television and entertainment figures and political and athletic figures. (See Table 2.)

Students were also asked about career goals and aspirations and prior work experience (see Table 3). Based on their recollections, 75% had feminine career goals at age 6. This decreased to 51% at age 12 and 22% on entry to college. The shifts were distributed about equally between masculine and neutral careers.

Many students had done volunteer work and 84.7% had held at least one part-time job. In fact, 12% had worked full-time for 6 months or longer.

In terms of achieving their career goals, the most frequently cited personal assets were determination, getting along with people, and academic success or intelligence. The most frequently cited obstacles were shyness, personal relationships, and lack of endurance. The students saw themselves as equally or more attractive, intelligent, and ambitious as their male and female friends. In fact, 28% saw themselves as more intelligent than their male friends, and 39% throught they were more ambitious than the males they knew.

Attitudinal Data

Analysis of the attitudinal data collected indicated that there was a significant change in mean scores on all four attitudinal scales for the experimental group. For the control group there was no significant change over time on the Self Esteem Inventory and the Attitude Toward Women Scale. There were, however, significant changes over time on the other two scales. (See Table 4.)

During the spring semester there were 35 students in the course, mostly sophomores, juniors, and seniors, who were not part of either of the original two groups. Data was also gathered on these students. An analysis of variance on all three groups indicated there were no significant differences between any of the three groups on any of the scales (see Table 5). The project, therefore, did not seem to have any effect over and above changes that occur naturally in the college environment.

TABLE 2

Role Models of Students

Female Role Models Known to Student

Mother	- 19.8%
Teacher	- 18.9
Older Friend	- 17.1
No Answer	- 22.5

Male Role Models of Students

Father	- 24.3%
Teacher, Coach	- 5.4
Brother	- 4.5
Older Friend	- 4.5
No Answer	- 52.3

Prominent Role Models	Female	Male
TV, Entertainment	24.3%	27.9%
Political Figures	16.2	9.0
Athletic Figures	16.2	4.5
No Answer	36.0	52.3

TABLE 3

Career Goals and Aspirations

Career Goals	Age 6	Age 12	College
Housewife or mother	8.1%	1.8%	0%
Feminine career (e.g. teacher, nurse)	64.0	49.5	21.6
Masculine career (e.g. doctor, policeman)	12.6	31.5	28.8
Neutral (e.g. movie star, sales clerk)	9.0	9.9	21.6
No answer	6.3	7.2	21.6

Prior Experience

Volunteer work	- 62.2%
Full-time employment (3 mos. or less)	- 19.8
Full-time employment (6 mos. or more)	- 12.0
Part-time employment	- 84.7

Most Important Personal Asset in Achieving Career Goals

Determination	- 27.9%
Getting along with people	- 20.7
Academic success, intelligence	- 16.2
Ambition	- 5.4
Positive attitude	- 4.5
No answers	- 5.4

Greatest Personal Obstacle in Achieving Career Goals

Too quiet, shy	- 24.3%
Personal relationships	- 14.4
Lack of endurance	- 13.5
Finding right job	- 7.2
Poor grades	- 7.2
No answer	- 5.4

Compared to Friends	Male	Female
More attractive	10.8%	8.1%
Same degree of attractiveness	82.0	83.8
Less attractive	6.3	8.1
More intelligent	27.9	26.1
Same degree of intelligence	68.5	68.5
Less intelligent	3.6	5.4
More ambitious	38.7	46.8
Same degree of ambition	53.2	47.7
Less ambitious	8.1	5.4

TABLE 4

Mean Scores on Attitudinal Scales

Scale	Time of Test Sept. 1978	May 1979	Level of Significance of Change
Self Esteem Inventory			
Experimental	19.19	20.78	.009
Control	18.03	18.58	n.s.
Attitude Toward Women			
Experimental	59.17	61.57	.020
Control	61.97	63.83	n.s.
Occupational Status			
Experimental	70.90	74.40	.050
Control	73.03	75.48	.050
Life Style Index			
Experimental	7.87	8.64	.040
Control	7.30	8.96	.001

Note:

Experimental N=39
Control N=31

TABLE 5

Summary of Analysis of Variance

Source of Variation	Degrees of Freedom	Sum of Squares	Mean Squares	F Ratio
Self Esteem				
Between Groups	2	69.3378	34.6689	2.4490
Within Groups	108	1528.5529	14.1533	
Total	110	1597.8907		
Attitude Toward Women				
Between Groups	2	92.3910	46.1955	0.8354
Within Groups	107	5917.0269	55.2993	
Total	109	6009.4179		
Occupational Status				
Between Groups	2	90.0421	45.0210	0.8336
Within Groups	108	5832.5151	54.0048	
Total	110	5922.5570		
Life Style Index				
Between Groups	2	2.4991	1.2495	0.2590
Within Groups	108	527.3926	4.8330	
Total	110	529.8917		

One of the objectives of the project was to see if the course and the advisement process had differential effects on the students. The experimental group was tested, therefore, at the beginning of the year, at midyear, and at the end. The group was then broken into three subgroups: (1) those who had the course in the fall, (2) those who had the course in the spring, and (3) those who had the advisement only. The course could not be required, only highly recommended. About 20% of the experimental group did not take the course.

Repeated measures analysis of variance indicated that there was a main effect for group only on the Life Style Index ($F = 3.379$, $p < .05$). On all other scales there was no effect for group, only time of testing. Those experimental students who did not take the course had a significantly lower mean score than the other two groups for all three times. The Life Style Index examines the conditions under which a woman expects to work. Low scores indicate a preference for staying home. Since the group was lower at the onset of the project as well as at subsequent testings, one could interpret these results as an indication of lower career commitment by these students and consequently less interest in the course. In fact, some of these students had registered for the course and then dropped it.

Examination of individual items on the Coopersmith Self Esteem Inventory indicated that students in both groups saw themselves as dependable, assertive, and as having leadership qualities. Over the year both groups saw themselves as becoming more decisive. While the percentage of the experimental group that saw themselves "give in too easily" remained constant, the percentage for the control group increased from 33% to 46%. Again, while the percentage of the control group that indicated they "got discouraged" remained relatively constant, the percentage for the experimental group decreased from 33% to 19%. (See Table 6 for comparative data on selected items.)

TABLE 6

Coopersmith Self Esteem Inventory*

Item	Agreement			
	Experimental		Control	
	Sept.	May	Sept.	May
1. I can make up my mind without too much trouble.	67%	78%	56%	74%
2. I give in too easily.	38	37	33	46
3. Other people usually follow my ideas.	74	72	76	79
4. I have a low opinion of myself.	18	17	24	15
5. If I have something to say, I usually say it.	79	83	61	69
6. I often get discouraged at what I am doing.	33	19	37	34
7. I can't be depended on.	4	2	2	6

*Selected Items

There were no significant differences in overall scores between the groups on the Attitudes Toward Women Scale and the Occupational Status of Women. However, there were significant shifts on particular items for the students in the project which seemed to indicate that they gained a more realistic attitude about the labor market. This was considered important since freshmen women were more naive than expected.

The Attitude Toward Women Scale (Spence and Helmreich) is an assessment of personal views of the role of women in society. Based on their responses, an overwhelming number of students in the sample felt that women should play an important role in the leadership of their communities, that men should share in household tasks, and that girls should have the same freedom as boys. One interesting inconsistency showed up. While 60% of the sample thought swearing and obscenity were more repulsive in women than men, only 20-25% felt telling dirty jokes should be mostly a masculine prerogative. Also, interestingly, while both groups remained relatively constant in their attitude towards sharing expenses on dates, the experimental group became more conservative towards women proposing marriage. Their agreement decreased from 80% to 70%. One other noteworthy shift was an increased expectation of the same freedom of action as men. The change was greater for the experimental group. (See Table 7.)

The second attitudinal scale administered, the Occupational Status of Women (Bingham and House), placed emphasis on attitudes towards women and careers. The students in both groups felt that women need more opportunities for employment. However, 40% felt complete equality is unrealistic. Moreover, slightly more than half the sample thought working women feel guilty about leaving their children. About two-thirds felt that men find it difficult to marry women who are better educated than they are.

Some of the shifts are particularly interesting. Both groups over the course of the year changed their views towards the willingness of men to accept a female boss. At the end of the year 55% felt that men would not accept a

TABLE 7

Attitude Toward Women Scale*

Item	Agreement			
	Experimental		Control	
	Sept.	May	Sept.	May
1. Swearing and obscenity are more repulsive in the speech of a woman than a man.	59%	60%	53%	*61%
2. Women should take increasing responsibility for leadership in solving intellectual and social problems of the day.	88	100	93	97
3. Telling dirty jokes should be mostly a masculine prerogative.	26	27	19	19
4. Men should share in household tasks such as washing dishes and doing the laundry.	97	100	95	97
5. A women should be as free as a man to propose marriage.	80	70	79	81
6. Women earning as much as their dates should share expenses when they go out together.	80	80	78	81
7. A woman should not expect to go to exactly the same places or have quite the same freedom of action as men.	31	7	26	14
8. The intellectual leadership of a community should be largely in the hands of men.	2	0	0	3
9. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.	87	85	86	86

*Selected Items

female boss whereas at the beginning almost 80% did not think a female boss would be acceptable. The experimental group became somewhat more pessimistic about the labor market and, by the end of the year, were more convinced that women had to work harder and be more able than men to succeed in the male domain. They also felt that employers change job titles to discriminate against women. These changes are attributed to the course. At the beginning of the year the students naively assumed that most of the battles were won. After exposure to a number of speakers in a variety of fields, they had a much more realistic picture of the labor market. (See Table 8.)

The Life-Style Index (Angrist & Almquist) dealt with expectations for the future. The majority saw themselves as married career women with children. Not one student saw herself as a "housewife with no children." In both groups, there was a noticeable decrease in the number of those who originally expected to be a "housewife with children." In the control group there was an increase in the percentage who expected to be unmarried career women but this did not occur in the experimental group. (See Table 9.)

Strong-Campbell Interest Inventory

Frequency distributions were obtained for various items on the Strong-Campbell Interest Inventory (SCII). The Introversion-Extroversion scores were evenly distributed across the continuum for both groups. On the Academic Orientation Scale, less than 20% of either group had scores equivalent to people with advanced degrees.

A comparison was made of the percentages of students who scored high in interest on the various occupational themes and the careers chosen (see Table 10). As can be seen, the highest percentage for careers was in the Social Theme, which includes many typically feminine careers. The percentage of careers that would fall in the business management area, a promising area for women, is low.

TABLE 8

Occupational Status of Women

Item	Agreement			
	Experimental		Control	
	Sept.	May	Sept.	May
1. No man really prefers a female boss	79%	55%	78%	55%
2. Women need more alternatives or employment than are currently available	82	95	95	95
3. Complete equality for women is unrealistic.	40	40	35	36
4. In general, women are less able than men.	13	2	4	5
5. Female college graduates need clerical skills as well as a diploma to get employment.	35	42	22	25
6. Working women feel guilty about being away from their homes and children.	52	55	59	64
7. In order to succeed in a field usually considered a man's domain, women must surpass men in ambition and intelligence.	63	80	74	86
8. Deep down most women don't want equality	27	27	26	14
9. Men find it difficult to marry women who have more education than they do.	70	64	63	69
10. Employers change job titles so they can pay women lower wages or salaries.	56	72	72	77

*Selected Items

TABLE 9

Life Style Index*

Item	Agreement			
	Experimental		Control	
	Sept.	May	Sept.	May
Fifteen years from now, would you like to be:				
1. A housewife with no children.	0%	0%	0%	0%
2. A housewife with one or more children.	10.9	2.5	21.7	8.8
3. An unmarried career woman.	4.7	5.0	2.2	8.8
4. A married career woman without children.	6.3	2.5	10.9	5.9
5. A married career woman with children.	76.6	87.5	63.0	73.5
6. Other	1.6	2.5	2.2	2.9

*Selected Items

TABLE 10

Comparison of High Interest Scores on SCII and Career Aspirations

Occupational Theme*	Experimental		Control	
	High Interest	Career** Chosen	High Interest	Career Chosen
Realistic	37.7%	45.0%	36.3%	24.2%
Investigative	13.1	30.0	18.2	33.2
Artistic	21.3	7.5	29.4	18.2
Social	41.0	65.0	43.2	57.6
Enterprising	23.0	15.0	38.6	27.3
Conventional	24.6	20.0	27.3	24.0

*Based on Holland's Personality Type. See SCII Manual for explanation.

**Career Chosen may fit in more than one category.

Other Data

Students were asked again at the end of the year what they perceived as their biggest asset and biggest obstacle in achieving career goals (see Table 11). A comparison with responses at the beginning of the year shows some shifts in what students see as obstacles but there were no shifts for assets.

Thirty percent of the control group and 22.5% of the experimental group have already changed majors. However, since approximately 1/3 of the students are still undecided, these figures will change substantially.

A check of the registration list at the beginning of the current year indicated that 84% of the experimental group and 79% of the control group returned to Cortland. Of the twelve students in the experimental group who did not return, three are known to have transferred elsewhere and three were in academic difficulty. No information was obtained on the non-returning control students.

Future Follow-ups

Follow-ups are planned for the students' senior year, and one and five years after graduation. It will then be possible to examine long-term effects on career choices and paths.

Conclusions

Students who took the course found it interesting and useful. The advisement process was seen as valuable by many and has a good potential for reducing attrition.

On a short-term basis there were no major changes in the experimental group compared to the control group. However, the effects were expected to be long-term ones and, therefore, final conclusions will have to wait until after the follow-ups are conducted.

TABLE 11

Students' Perception of Personal Assets and Obstacles*

Assets	Experimental	Control	Others**
Getting along with people	40.0%	21.2%	22.9%
Determination	15.0	30.3	20.0
Academic Success	12.5	15.2	20.0
Ambition	10.0	18.3	20.0
Obstacles			
Too shy, quiet	27.5	27.3	31.4
Lack of endurance	12.5	21.2	17.1
Finding right job	12.5	12.1	2.9
Lack of money for education	10.0	[illegible]2	2.9
Personal relationship	7.5	[illegible].0	22.9

*Responses at end of project.

**Students who took course but were not in original sample.

CHANGES AND/OR PROBLEMS

The weakest aspect of the course and the activity that received the most negative comment by students was the group log requirement of the Fall semester (though it should be noted that a few students commented favorably on the log team experience, and one student found that the new people she met in her log group were the best thing about the course). Negative comments on the log team experience focused in the main on the fact that some students were less responsible students, and that they should be shouldering the burden of others. As a result of student feedback on this issue, the log team approach was changed to an individual diary approach for the second semester of the course. This decision proved to be realistic and functional in terms of the course objectives since each student kept a log of the entire course including all of the speaker role models and all of the information provided in every class session as well as in the reading assignments. Negative student comments about the course diary requirement were in the main complaints about the amount of work required for the course and not complaints about the diary as a useful exercise. In fact, one student declared that the instructor's comments on the diaries were one of the two things she liked best about the course.

The major problem in the project was getting complete sets of data on all students. Although several alternative times were scheduled for the testing at the end of each semester, complete sets of data were obtained for only about 65-70% of the original students. Data is available for two out of three testings for about 85% of the participants.

If students were in the course, no problem was encountered. Although every effort was made to provide a range of available times for students not in the course, they were either preparing for or taking final exams and

undoubtedly gave lower priority to the project. A few students were also lost through attrition.

DISSEMINATION ACTIVITIES

Articles on the goals and objectives of the project appeared in several local newspapers (see Appendix D for samples). News releases and articles also appeared for prominent outside speakers. All sessions were open to and attended by the general public. Some sessions, such as the talk given by Sissy Farenthold, president of Wells College, drew as many as 50 to 100 outside guests. Videotapes and/or audiotapes were made of class sessions and are on file for use in future classes or other dissemination activities.

In the spring a presentation on the project was given at a Sandwich Seminar sponsored by the Cortland Teaching and Learning Center for all college faculty. The response was positive.

In October 1979, a one-day conference on the project and its results was held on campus. Representatives from about 15 institutions in the area attended. At the conference, the goals and objectives of the project were presented, the major activities were discussed, and an assessment of the effectiveness of the project was made. Representatives from several other institutions also discussed activities related to career education on their campuses.

Participants at the conference were asked to fill out evaluation forms (see Appendix D) and the responses were uniformly positive. All agreed that the goals and objectives of the conference were met.

A report has been prepared for dissemination to high schools and colleges in the area. A number of people who were unable to attend the conference asked to be placed on a mailing list for all available information and this report is being mailed to them. Articles on the project also will be prepared for submission to appropriate journals and professional meetings.

APPENDIX A

Course Outline, Bibliography

Sociology 390-02 2 Credits

Life and Career Choices for Women

Class Meetings: Monday 7-9 p.m. Sperry Room 214

Course Objectives: Expose students to career options rather than the traditional female ones; assist, directly and/or indirectly in making career choices and career commitment; inform about present labor market situation; encourage students to try courses they think of as "masculine;" raise general consciousness with regard to careers and life styles.

Course Coordinators:

Dr. Judith Best
Department of Political Science
Old Main Building Room 223 D

Dr. Gail Phillips
Department to Chemistry
Bowers Room 113

Texts: Women & Success: The Anatomy of Achievement
R. B. Kundsin

The Managerial Woman
Hennig and Jardim

Course Requirements

1) Course diary: due in weekly segments each Monday evening; 50% of grade.

2) Field Study Project: due April 30th; 50% of grade.

3) Four-Year Curriculum Plan: due May 14th.

Note: The Final Diary Segment is due May 18th.

SOCIOLOGY 390-02 Life and Career Choices for Women Spring 1979
Sperry Center -214
7-9:00 pm

COURSE OUTLINE

February 5 — Introduction

Explanation of course objectives, requirements, and format. Introduction of home staff and reports by home staff on entry into non-traditional careers.

February 12 — Factors Affecting Achievement

Lecture: Dr. Alice Walker, "Psychological Factors Influencing Success."
Lecture: Dr. Rozanne Brooks, "Marital Status as a Factor in Career Achievement."
Lecture: Dean Susan Scales, "Do Blue Booties Make the Difference."

February 19 — Women in the Past

Film: The Emerging Woman
Lecture: Dr. Roger Sipher, "History of Women in the U.S."

February 26 — Current Legal Status of Women

Lecture: Judge Betty Friedlander, "The Rights of Women."

March 5 — Women and Marriage: The Ideal and the Real

Lectures: Dr. Charles Buehler and Dr. Marilou McLaughlin, "The Romantic and Courtly Traditions."
Panel Discussion: Home Staff, "The Problems of Married, Working Women."

March 12 — Careers in Banking and Insurance

Lecture: Cathy Dickinson, Manager Citizens Savings Bank, "Careers in Banking."
Lecture: Elmore Allen, Casuality Claims Representative for Aetna Life and Casuality, "Careers in Insurance."

March 19 — Cortland Graduates in Atypical Fields

Panel Discussion: Naomi Leff, Architect-Designer; Gloria Lehrman, Manager of Love of Pete; and Ensign Valarie Bruce, Fourth Naval District.

April 2 — Careers in Health Related Areas

Panel Discussion: Dr. Pauline Pielock, Anesthesiologist; Helen Anderson, Director of Planned Parenthood, Syracuse; Eileen Van Dyke, Physician's Assistant; and Marilyn Zado, Head Nurse, Emergency Unit Cortland Memorial Hospital.

April 9	Math Anxiety: What it is and What Can be Done About it? Lecture: Sheila Tobias, author of Overcoming Math Anxiety.
April 16	Monday Night at the Movies: You Were There Course Films Reviewed: Dr. Irmgard Taylor, Director
April 23	Careers in Social Science Related Areas Panel Discussion: Connie Swarr, Cortland County Legislator; Dr. Ellis McDowell-Loudan, Anthropologist; Lisa Femmel, Representative, Prentice-Hall; and Susan Cavataio, Social Security Investigator.
April 30	Careers in Management Lecture: Mary Lou Dickinson, Superintendent of Homer Schools
May 7	Women in the Labor Force Lecture: Linda Tarr-Whelan, Administrative Director, New York State Department of Labor
May 14	Working Women from the Male Perspective Panel Discussion: Dr. George Mauler, Orthopedic Surgeon; Mr. Roger Scales, Teacher; and Mr. Thomas Goodale, Recreologist.

COURSE ASSIGNMENTS

Sociology 390-02 Life and Career Choices for Women Spring 1979

February 12	Read Kundsin, Part I, pp. 13-80.
February 19	Read Hennig and Jardim, Part I, pp. 11-82.
February 26	Read Hennig and Jardim, Part II, pp. 1330182.
March 5	Turn in project outline prospectus. Read Hennig and Jardim, Part II, pp. 133-182.
March 12	Project outlines returned. Read Hennig and Jardim, Part III, pp. 185-239.
March 19	Read Kundsin, Part III, pp. 119-147.
April 2	Read Kundsin, Part II, pp. 81-119.
April 9	Read Kindsin, Part IV, pp. 149-182.
April 16	Use this week to work on Field Study Project Interviews.
April 23	Read Kundsin, Part V, pp. 183-213.
April 30	Field Study Project due.
May 7	Read Kundsin, Part VI, pp. 216-255.
May 14	Four-Year Curriculum Plan due.

During the scheduled final exam period, the class will assemble at the designated place for the second set of questionnaires that are part of our overall research design.

COURSE DIARY

Each student shall write a course diary. The diary shall be a record of progress in the course, covering weekly readings, films, guest speakers, lectures, and reactions to discussions inside and outside of class. As time permits, we will allow informal discussion groups in class, but you should make an effort to discuss ideas with friends or roommates or others outside of class. At least one diary segment should record discussion with someone outside of class, and at least one diary segment should record discussion with one or more students in the class.

The installment for each week must cover the readings assigned to be completed before the class session, and the speakers and films presented at the last class session. Thus, the installment due on February 12th must cover the reading assignment due for the 11th and the films (if any) and speakers for the February 5th session. No late diary segments will be accepted. A diary segment shall be deemed late if it is not received by the Course Coordinators on the day of class. The final diary segment will be due on May 18th and should be brought to Dr. Best's Office, 219 Old Main, or to the Political Science Office, 113 Old Main. In addition to covering the final class session of May 14th, the final diary segment should contain any analytic summary of your reactions to the course as a whole.

Remember the diary is a record of who and what you have heard, what you have seen and read, what attitudes have developed or changed and why or why not. The diary segments will be graded by the Course Coordinators. They should either be typed or written in a very clear

hand and double spaced. Since the diary segments will be kept by the Course Coordinators, students wishing to retain copies should duplicate them before handing them in each week. In addition to the usual composition requirements, the diaries will be graded on the basis of completeness and thoroughness. Two to three typewritten pages should usually suffice.

SUGGESTED DIARY QUESTIONS FOR READING, LECTURES, AND FILMS

1. What new information did I learn?
2. What is my attitude toward this information?
3. Have my attitudes changed? Why? Why not?
4. What questions do I now have? Is there something about this subject that I wish to explore in greater depth?

SUGGESTED DIARY QUESTIONS RE: GUEST SPEAKERS AND HOME STAFF

1. When she entered an atypical career.
2. Why she entered.
3. What she had to learn.
4. What obstacles she encountered.
5. What assistance she received.
6. Who had helped and why.
7. Who had hindered and why.
8. What styles of behavior, what attitudes, what skills are necessary for success in this career.
9. What are the costs of pursuing a career in this field?
10. What are the rewards for pursuing a career in this field?

SUGGESTED DIARY QUESTIONS

A. What is my self concept? What kind of a person am I?

B. What is my self ideal? What would I like to become?

C. Do I expect to work outside the home for the rest of my life? Do I expect to work whether or not I marry? Whether or not I have children?

D. Is my expectation realistic?

E. If I expect to work, what kind of work do I expect to do? What do I really want to achieve? Where do I want to be in five years? Ten years? Twenty years?

FIELD STUDY PROJECT

Each student will select one career option to study in depth and will prepare and turn in a career project report which will be graded by the course coordinators. The report will be based upon literature on the field (see bibliography) and interviews with at least three people in the field. Attached to the report will be a carefully prepared vita, a letter of application, and a brief explanatory statement on the student's own career expectations or lack thereof.

This report will be due on April 30th, 1979. Since the projects will be kept by the course coordinators, the student should retain a duplicate copy.

On March 15, all students will turn in a project outline which will include identification of the career option they intend to study in depth, a list of the specific persons they will interview, and a list of the resources (books, articles, pamphlets) that will provide data for the report. The project outlines will be reviewed by the course coordinators and returned to the students with suggestions on March 12.

Field Study Project Questions

These Questions should be addressed in the project report and would be useful in conducting interviews.

1. What skills are required for this career?
2. What previous experience is required for this career?
3. What credentials are required for this career?
4. What precisely does one do on the job?
5. What kinds of people are employers in this field looking for?
6. Where does one start? How does one get into this field?
7. What is the job market in this field?
8. How much time is involved on the job?
9. What are the financial rewards?
10. What are the fringe benefits? (sick leave, sick pay; maternity leave, maternity pay; vacation time?)
11. Are there travel requirements for this job? What are they?
12. What are the prospects for advancement? Where can I expect to be in five years? Ten years? Twenty years?
13. Who can help me succeed in this field?
14. What kinds of relationships must I develop?
15. What kinds of attitudes must I develop?
16. What kinds of behavior styles must I develop?
17. What are the costs and what are the benefits of this career choice?

Vita Form

Name: Date:

Address:

Date of Birth:

Personal: (marital status, number of children)

Education: Degree Date Institution Field

(being with most recent and work back)

Experience: Dates Title or Job Description

(begin with most recent and work back)

Honors and Awards:

Professional Memberships: (if appropriate)

Publications: (if appropriate)

References: Names, Titles, and Addresses

Life and Career Choices for Women

Four-Year Curriculum Plan

Name _____ ID No. _____

Major _____ Declared Minor _____ Degree BA _____ BS _____

Effective Catalog _____ Expected Date of Graduation _____

COURSES	YEAR 1	YEAR 2	YEAR 3	YEAR 4	TOTAL CREDITS
Eng. Comp.					
Foreign Language					
Physical Education Swimming Requirement					
GROUP I Math & Science					
GROUP II Social Sciences					
GROUP III Humanities & Fine Arts					
MAJOR REQUIREMENTS					
Declared Minor					
TOTAL CREDITS					

W.A.C.C.
8/16/78

GENERAL

Astin, Helen S., Nancy Suniewick and Susan Dweck. Women: A Bibliography on Their Education and Careers. New York: Behavioral Publications, Inc., 1974.

A listing of research reports pertinent to women, education, and work in the United States. A precis of each article is presented. Look for this tool in the reference section.

Banner, Lois W.. Women in Modern America, A Brief History. New York: Harcourt Brace Jovanovich, Inc., 1974.

An exploration of the rise and fall of feminism, an examination of the history of various groups of women and finally the dramatic and continuing struggle wages by determined innovative women to achieve their rights. Photographs.

Baxandall, Gordon and Reverby. America's Working Women. New York: Vintage Books. 1976.

Bernard, Jessie. Women and the Public Interest: An Essay on Policy and Protest. Chicago: Adline Publishing Co., 1971.

The most prominent sociologist discusses the traditional role of women in American society, division of labor with respect to women, and how Professional women can adjust to the establishment and vice versa.

Bernard, Jessie. Women, Wives, and Mothers: Values and Options. Chicago: Adline Publishing Co., 1971.

Examines the dramatic changes in values being experienced by women of all ages anc classes, and how these changes are affecting the options available to women today. Includes sections on sex differences, marital status, age, class, and race, as well as some prognostications about the future.

Bird, Caroline. Everything a Women Needs to Know to Get Paid What She's Worth. David McKay Co., Inc., 1973.

This book grew out of a course entitled, "The Female Job Ghetto," which the author conducted for the New School of Social Research in the fall of 1972. According to the author, "This is a book of tactics for dealing with the subtle, onmipresent and unique obstacles women face in demonstrating their competence and in dealing with the male-oriented job world."

Blaxall, Martha and Barbara Reagan. Women and the Workplace, the Implications of Occupational Segregation.

The social institutions, the historical roots, and the economic dimensions of occupational segregation are examined in this volume. There is also an assessment of the situation with respect to women at the time of the International Women's year in 1975 and suggestions for combating this phenonmenon.

Carden, Maren Lockwood. The New Feminist Movement. New York: Russell Sage Foundation, 1974.

Describes the origin and development of the various strands of the contemporary women's liberation movement.

Chapman, Jane Roberts. Economic Independence for Women. Calif.: Sage Publications, 1976.

A collection of essays on the current economic condition of women. Topics include research, legislation, trade unions, credit, poverty and occupational status.

Change Magazine. Women on Campus: The Unfinished Liberation. New York: Change Magazine, 1975.

Contains a series of articles concerning women as undergraduates, graduate students and as professional academics.

Epstein, Cynthia Fuchs. Women's Place: Options and Limits in Professional Careers. Calif: University of California Press, 1970.

This is an insightful volume of the socialization of women for careers, the structure of the professions and the nature of the interaction between men and women within the occupational contest. A bibliography of pertinent sources in included.

Epstein, Laurily Kerr. Women in the Professions. Mass.: D.C. Heath & Co., 1975.

Several authors report on a two-day conference on the status of women in higher education and the professions, Washington University, St. Louis, 1975.

Feldman, Saul D.. Escape from the Doll's House: Women in Graduate and Professional School Education. New York: McGraw Hill, 1973.

A report prepared for the Carnegie Commission on Higher Education which compares the opportunities, experiences, and performances of men and women in education beyond the undergraduate level.

Fogarty, Michael, Rhona and Robert N. Rapaport. Sex, Career, and Family. London: Allen & Unwin. Ltd., 1971.

Scan the table of contents, but Chapter VI: "Work Careers," Chapter VIII: "Career Pathways: What Produces the Work-prone Woman" and Part V: "Conclusion" may be especially applicable to the course.

Freeman, Jo. Women: A Feminist Perspective. California: Mayfield Publishing Company, 1975.

Feminist perspective of the way current socially prescribed sex roles deny any meaningful choices of lifestyle or individual development.

Ginzberg, Eli, et. al.. Life Styles of Educated Women. New York: Columbia University Press, 1966.

A study of the lives, experiences, and opinions of 300 women who pursued graduate education at Columbia University between 1945 and 1951. The purpose of the research was to isolate the characteristics of women with high-level aspirations.

Kanowitz, Leo. Women and the Law: The Unfinished Revolution. New Mexico: Univ. of New Mexico Press, 1968.

Reviews American law with respect to single and married women, the impact of recent civil rights legislation on women as well as the constitutional aspects of sex-based discrimination.

Maccia, Elizabeth Steiner. Women and Education. USA: Charles C. Thomas, 1975.

Discusses sex roles in textbooks, literature, and prospects for the future.

Marlow, H. Carleton. American Search for Women. Calif.: C/10 Books, 1976.

An account of the general woman's movement. A historical perspective as well as current information.

National Manpower Council. Womanpower: A Statement by the National Manpower Council. New York: Columbia Univ. Press, 1957.

A milestone in the history of women and work in the United States, this volume is the product of the National Manpower Council established at Columbia University in 1951 to study significant manpower problems and to contribute to the improved utilization on the country's human resources. It contains a series of articles on the education and employment of American women (including those in the armed forces) which developed out of the transactions of 16 conferences held in the 1950's.

O'Neill, Barbara Powell. Careers for Women after Marriage and Children. The Macmillan Co., 1965.

Although this book was written in 1965 and concerns the subject of women's entry or re-entry into fields after marriage and children, it it presents interesting vignettes of women who have entered many fields including engineering, math & sciences, law, architecture, most of the health related fields, counseling, and teaching.

O'Neill, William L. Everyone Was Brave: A History of Feminism in America.

Covers the history of American feminism from its [illegible]s in the Civil War era to publication of Betty Friedan's book, The Feminine Mystique. The author treats the subject in terms of social change.

Riegel, Robert E., American Women: A Story of Social Change. New Jersey: Fairleigh Dickinson University Press, 1970.

A descriptive narrative of the changes in the role of American women from colonial times through the 1940's.

Roberts, Joan T., Beyond Intellectual Sexism, A New Woman, A New Reality. New York: D. McKay Co., 1976.

Many contributors offer a highly informative, daring, and difficult reassessment of social reality.

Ruddick, Sara and Pamela Daniels. Working it Out. New York: Pantheon Books, 1977. Twenty-three women Writers, Artists, Scientists and Scholars discuss their lives and work.

Stromberg, Ann and Shirley Harkess. Women Working: Theories and Facts in Perspective. Mayfield Publishing Co., 1978.

Includes an overview of women in the labor force, social perspectives, and specific occupational experiences of women.

Whitehurst, Carol A. Women in America: The Oppressed Majority. Calif.: Goodyear Publishing Co., 1977.

An introductory work and overview for the individual who requires a summary of pertinent information regarding the institutional and cultural sources circumscribing the role women play.

REFERENCE

Angel, Juvenal L., Matching College Women to Jobs. World Trade Academy Press, Inc., Dist. by Simon & Schuster, Inc., 1970.

Reference work listing a wide range of fields, description of career areas within the field, expected life-time earnings, working conditions, major hiring organizations. Recommended general reading: Chapter 8: "The Importance to College Women of Their Educational Background." ON RESERVE

Barrer, Myra E., Women's Organizations and Leaders: 1973 Directory. Washington D.C.: Today Publications and News Service, Inc..

Lists names and addresses of association officers, along with objectives of women's organizations including those for a variety of occupations and professions.

Brooks, Dr. Rozanne has extensive clipping files on women in a wide variety of occupations in her office, 26 DeGroat. She would be pleased to share these with interested students. Her office hours are MWF from one to three.

Catalyst, Resume Preparation Handbook, A Step-by-Step Guide for Women.. New York, 1976. ON RESERVE

Durham, Laird. 100 Careers. Prentice-Hall Inc., 1977.

Part I gives practical suggestions on how to choose a career and a profile on 100 careers which includes the nature of the work, entry requirements, and the likes and dislikes of people presently working in each field. (To understand the Reward and Winning Criteria and the corresponding ratings you will need to read Part II). ON RESERVE

Girl Scouts of the U.S.A. From Dreams to Reality: Career Cards. New York, 1975 ON RESERVE

U.S. Department of Health, Education, and Welfare, Office of Education, Bureau of Occupational and Adult Education. Women in Non-Traditional Occupations: A Bibliography. Washington, D.C., 1976.

This volume can be found on the reference shelf. Its purpose is to disseminate information about publications which focus on women's employment in non-traditional fields. It is a valuable compendium.

U.S. Department of Health, Education, and Welfare. Women's Educational Equity Communications Network. Non-sexist Career Counseling for Women: Annotated Selected References and Resources. Part II. San Francisco, CA, 1978. ON RESERVE.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational Outlook Handbook, 1978-79 Edition. Bulletin 1955, Washington, D.C., 1978 ON RESERVE.

United States Civil Service Commission. Federal Career Directory 1976-77, A Guide for College Students. Washington, D.C., 1978, ON RESERVE ($3.45 from U.S. Government Printing Office, Washington, D.C. 20402).

SPECIFIC PROFESSIONS

Albrecht, Mary Ellen with Barbara Land Stern. The Making of a Woman Cop. New York: William Morrow and Co., Inc., 1976.

A popular book describing one woman's experience in a field that has been traditionally all male--a metropolitan police force.

Alexander, Rodner and Elizabeth Sapery. The Shortchanged: Women and Minorities in Banking. New York: Dunellen Publishing Co., Inc., 1973.

An overview of position of women and blacks in American banking carried out under aegis of the Council on Economic Priorities--a non-profit organization which issues unbiased reports on practices of U.S. corporations; contains a useful bibliography.

Bernard, Jessie. Academic Women. New York: New American Library, 1964.

A sociological study of women in academe written and researched by a primary exemplar of what women can accomplish in the field of higher education.

Ernest, John. Mathematics & Sex (pamphlet). 1976.

Etzioni, Amitai. The Semi-Professions and their Organization: Teachers, Nurses, Social Workers. New York: The Free Press, 1969.

A book about a group of new professions whose claim to the status of doctors and lawyers is neither fully established or fully desired. They require shorter training, their status is less legitimated and they have less autonomy from supervision and societal control than the professions. Chapter five is particularly pertinent to this course.

Fidell, Linda A. and John DeLamater. Women in the Professions: What's All the Fuss About? Calif.: Sage Publications, 1971.

A book of readings which treat the position of women in academe, nursing, and

management. It also provides comparative data on women in the U.S. and Russia, and concludes with a discussion of development of women's professional caucuses.

Fleming, Alice. New on the Beat: Woman Power in the Police Force. New York: Coward, McCann, and Geoghegan, Inc., 1975.

A journalistic account of what it is like to be a woman police officer.

Fox, Lynn, Elizabeth Fennema and Julie Sherman. Women and Mathematics: Research Prospectives for Change.

This vilume consists of three papers which explore the educational, social, and biological influences on the participation and acheivement of female students in mathematics.

Githens, Marianne and Jewel L. Prestage. A Portrait of Marginality: The Political Behavior of the American Woman. David McKay Co., Inc., 1977.

Golde, Peggy. Women in the Field: Anthropological Experiences. Chicago: Aldine Publishing Co., 1970.

A book of readings which delineates the experiences of women anthropologists who have chosen a field which requires them to travel alone, work alone and spend long periods separated from friends, family, and colleagues. A must for anyone contemplating a career in anthropology or for the person who expects to spend time as a stranger in a foreign culture.

Jordan, Philipp B. and Michael Breland. Condensed Computer Encyclopedia. New York: McGraw Hill Book Co., 1969.

Kirkpatrick, Jeane J., Political Women. New York: Basic Books, Inc., 1974.

Examines sex and power, the kind of women who participate in politics, the extingencies of operating in a man's world and the future of woman politics.

Lopate, Carol. Women in Medicine. Maryland: The John Hopkins Press, 1968.

This book was inspired by the Josiah Macy, Jr. Foundation Conference which was held in 1966 to discuss problems faced by women entering medical schools. It reviews the history of American women in medicine and compares women who do and do not become physicians.

Lyle, Jerolyn R. and Jane L. Ross. Women in Industry: Employment Patterns of Women in Corporate America. Mass.: D.C. Heath and Co., 1973.

The authors are concerned with discrimination against women in the industrial and non-industrial world. They discuss the position of women in the managerial elite and trace the role of the Federal Government in attempting to bring about equal employment opportunity. An excellent annotated bibliography on women is included.

Mattfeld, Jacquelyn A. and Carol G. Van Aken. Women and the Scientific Professions. Mass.: The Massachusetts Institute of Technology Press, 1965.

A fascinating document which details the feminist activity spawned by the M.I.T. Symposium on American Women in Science and Engineering. ON RESERVE

Maniotes, John. Computer Careers; Planning, Prerequisites, Potential. New Jersey: Hayden Book Co., 1974. ON RESERVE

Olsen, Lynn M.. Women in Mathematics. Mass.: The Massachusetts Institute of Technology Press, 1974.

Biographies of women mathematicians which explore the social context in which they worked. "The Feminine Mystique" (p. 163-) gives a look at the social environment of our day as it affects women's participation in mathematics.

Perl, Terry. Math Equals. Addison Wessley,

A biography of women mathematicians and related activities.

Richardson, Betty. Sexism in Higher Education. New York: The Seabury Press, 1974.

A popularly written delineation of the pressures and prejudices experienced by women working in higher education authored by an English literature professor.

Rossi, Alice S. and Ann Calderwood. Academic Women on the Move. New York: Russell Sage Foundation, 1973.

A well-chosen book of readings which deals with obstacles faced by women preparing for and working in higher education. The last section traces various attempts to eliminate traditional hurdles which women, black and white, face in academe.

Sayre, Anne. Rosalind Franklin and DNA. New York: W.W. Norton and Co., Inc., 1975.

"A book undertaken to set the record straight--to restore Rosalind Franklin not only her glory as a scientist, but her warmth and fascination as a person." Read with Watson's Double Helix.

Schmalz, L.C. and C.J. Sipple. Computer Glossary for Students and Teachers. New York: Funk and Wagnalls, 1972.

Schwartz, Eleanor Brantley. The Sex Barrier in Business. Georgia: Bureau of Business and Economic Research, Georgia State University, 1971.

Includes a section on the history of women in management in the American pre-Civil War and post-Civil War periods as well as a discussion of how women came to be included in the Civil Rights Act of 1964. There is a chapter on attitudes toward women in management and a final section which makes predictions about the status of women in management by 1980.

Stehling, Kurt R., Computers and You. New York: World Publishing Co., 1972.

Strainchamps, Ethel. Rooms With No View: A Woman's Guide to the Man's World of the Media. New York: Harper and Row, 1974.

A book of readings consisting of first-hand reports of their experiences written by women employed in television, magazine publishing, newspaper and wire services as well as book-publishing. The final chapter deals with the struggle for employment rights in these fields.

Theodore, Athena. The Professional Woman. Mass.: Schenkman Publishing Co., Inc.,1971.

An extensive compilation of articles which deal with women's experiences in preparing for and entering a variety of professions including academe, nursing, dentistry, medicine, social work, et. al.

Torre, Susana. Women in American Architecture: A Historic and Contemporary Perspective. New York: Watson-Guptill Publications, 1977.

Documents the role of women in the architectural profession then and now. One contribution is that of Cortland alumna Naomi Leff, class of 1960.

Watson, James D., The Double Helix. New York: Authenum, 1968.

"A sprightly and colorful account of the way in which an immensely important discovery in science was made, written by a Nobel Prize winner who was himself one of the makers of that discovery." Read with Sayre's Rosalind Franklin.

Williams, Gareth and Tessa Blackstone and David Metcalf. The Academic Labor Market: Economic and Social Aspects of Professions. Amsterdam, Netherlands: Elsevier Scientific Publishing Co., 1974.

A study of the academic profession in Great Britain; however, there is sufficient identity between the higher education establishments in Great Britain and the United States to make this volume useful. Chapter 19, which is devoted to women academics will be of particular interest to students in this course.

APPENDIX B

Instruments Used

Women's Academic and Career Choices

LONGITUDINAL QUESTIONNAIRE

The information solicited below will be used in a study of career choices made by young women. Please be assured that the data gathered will be presented in statistical form and that all identities will be held confidential.

PART 1 - Background Data

Item 1. Name _____
Last First Middle Initial

Item 1a. ID No. _____

Item 2. Date of Birth _____
Day Month Year

Item 3. Age at last birthday (Indicate correct age; for example if you are 18 circle 1 in the first column and 8 in the second.)

1 1
2 2
3 3
4 4
5 5
6 6
7 7
8 8
9 9
0 0

Item 4. Name of high school attended. (If you attended more than one, give name of one which awarded your diploma.)

_____

Item 5. Address of last high school attended.

_____

_____

Item 6. Number of students in graduating class. (If there were ten students in the class, circle 0010, if there were one hundred, circle 0100, etc.)

1 1 1 1
2 2 2 2
3 3 3 3
4 4 4 4
5 5 5 5
6 6 6 6
7 7 7 7
8 8 8 8
9 9 9 9
0 0 0 0

Item 7. The last high school attended was:

1. Public co-educational
2. Private secular co-educational
3. Parochial co-educational
4. Public girl's school
5. Private secular girl's school
6. Parochial girl's school

Item 8. What occupation did you want to enter when you were six? _____

_____

Item 9. Why? _____

_____

Item 10. What occupation did you want to enter when you were twelve? _____

_____

Item 11. Why? _____

_____

Item 12. What was your career choice at the time of application to college? _____

_____

Item 13. Why? _____

_____

Item 14. Was there anyone who particularly influenced your career choice at the time of college application?

1. Yes 2. No

Item 15. If yes, who was that person?

1. God
2. Well-known female figure in chosen field (for example Jane Fonda, Bella Abzug, etc.)
3. Well-known male figure in chosen field (for example, Robert Redford, Jimmie Carter, etc.)
4. Mother
5. Father
6. Other male relative (Specify: _____)
7. Other female relative (Specify: _____)
8. Male teacher
9. Female teacher
10. Older male friend who is successful in field chosen by respondent.
11. Older female friend in field chosen by respondent.
12. Male peer group member
13. Female peer group member

Item 16. Father's present occupation: What kind of work does your father do? (Describe completely his **actual job** and the **kind of establishment** in which he works. For instance, "operates a lathe in factory which makes machine tools." If deceased or retired, give **former** occupation.)

_____

_____

Item 17. Nature of father's present employment.

1. Employed by a private company
2. Works for some governmental agency (federal, state, county, city, etc.)
3. Works for **himself** or owns **his own** business.
4. Other (Specify) _____

Item 18. Mother's present occupation: What kind of work does your mother do? (Describe completely her **actual** job and the **kind of establishment** in which she works. For instance, "is principal of an elementary school." If deceased, give **former** occupation.)

_____

_____

Item 19. Nature of mother's present employment.

1. Employed by a private company
2. Works for some governmental agency (federal, state, county, city, etc.)
3. Works for **herself** or owns **her own** business
4. Unsalaried homemaker
5. Other (Specify) _____

Item 20. Extent of mother's present employment.

1.Full-time 3. Seasonal
2. Part-time 4. Not employed at present

Item 21. If mother is not presently employed, but worked prior to her marriage, what did she do? (Describe her **actual job** and the **kind of establishment** in which she worked.)

_____

_____

Item 22. During **most** of the time you were in high school, were your parents:

1. Living together 4. Father deceased
2. Separated 5. Mother deceased
3. Divorced

Item 23. Are you an adopted child?

1. Yes 2. No

Item 24-25 Years of Education Completed by Father

1. Six or less
2. Seven
3. Eight
4. Nine
5. Ten
6. Eleven
7. Twelve
8. One year of college
9. Two years of college
10. Three years of college
11. Bachelor's degree
12. Master's or other professional degree. (Specify: _____ .)
13. Doctor's degree (Specify which kind: _____ .)
14. Other: _____

Item 26-27 Years of Education Completed by Mother

1. Six or less
2. Seven
3. Eight
4. Nine
5. Ten
6. Eleven
7. Twelve
8. One year of college
9. Two years of college
10. Three years of college
11. Bachelor's degree
12. Master's or other professional degree (Specify: _____ .)
13. Doctor's degree (Specify which kind: _____ .)
14. Other: _____

Items 28-29 Number of siblings--brothers and sisters--in family **including self.** List in order of birth beginning with the oldest. **PLEASE CIRCLE YOUR OWN NAME.**

1. _____
First Name Sex Age last birthday

2. _____
First Name Sex Age last birthday

3. _____
First Name Sex Age last birthday

4. _____
First Name Sex Age last birthday

5. _____
First Name Sex Age last birthday

6. _____
First Name Sex Age last birthday

7. _____
First Name Sex Age last birthday

8. _____

9. _____

10. _____

Items 30-31 Did any relatives or non-related persons aside from your parents and siblings live in your family household while you were going to high school?

1. Yes 2. No

If yes, describe the relationship _____.

Item 32. Were you born in:

1. United States
2. Elsewhere (specify: _____.).

Item 33. In what country was you father born? _____

Item 34. In what country was your mother born? _____

Item 35. Do you classify yourself in terms of "Ethnicity" of "Race?"

1. Black
2. White
3. American Indian
4. Puerto Rican
5. Chicano
6. Other (specify _____.)
7. N /A

Item 36. Are you:

1. Never married - no commitments
2. Never married - dating one person steadily
3. Never married - engaged
4. Married
5. Separated
6. Divorced
7. Widowed

Item 37. Do you have children of your own?

1. Yes
2. No.

Item 38. If yes, how many?

1. One
2. Two
3. Three
4. Four
5. Five or more

Item 39. What is your religious affiliation?

1. Protestant (Specify denomination: _____.)
2. Roman Catholic
3. Jewish
4. None
5. Other (specify: _____.)

Item 40. How would you describe your religious involvement?

1. Very religious
2. Somewhat religious
3. A little religious
4. Nominally religious
5. Other (specify: _____ .)

Item 41. What is your mother's religion?

1. Protestant (specify denomination: _____ .)
2. Roman Catholic
3. Jewish
4. None
5. Other (specify: _____ .)

Item 42. What is your father's religion?

1. Protestant (specify denomination: _____ .)
2. Roman Catholic
3. Jewish
4. None
5. Other (specify: _____ .)

Item 43. What is your mother's perception of why you are going to college?

_____

_____

_____

_____

Item 44. What is your father's perception of why you are going to college?

_____

_____

_____

_____

Item 45. If you are married, what is your spouse's perception of why you are going to college?

_____

_____

_____

_____

Item 46. What is your **own** primary reason for going to college?

_____

_____

_____

_____

Item 47. Have you done volunteer work of any kind? If so, what and for how long?

1. Yes
2. No

Item 48. If yes, specify: _____

_____

Item 49. Have you traveled out of the country for more than one week at a time?

1. Yes
2. No

Item 50. If yes, tell where and how long.

	Where	Length of Stay
1.		
2.		
3.		

Item 51. Have you ever been employed **full-time**?

1. Yes
2. No

Item 52. If yes, list the full-time jobs you have held in the last three years giving type of work, kind of establishment in which you were employed and length of employment for each job. (List most recent job first.)

	Job	Establishment	Duration
1.			
2.			
3.			
4.			

Item 53. Has working at any of the above full-time jobs influenced your career plans?

1. Yes
2. No

Item 54. If yes, which one was the most influential?

1. _____

Why? _____

_____

_____

Item 55. Have you ever been employed part-time?

1. Yes
2. No

Item 56. If yes, list those you have held in the last three years, giving type of work, kind of establishment in which you were employed, and length of employment for each job. (List the most recent job first.)

1. _____
2. _____
3. _____
4. _____

Item 57. Has working at any of the above part-time jobs influenced your career plans?

1. Yes
2. No

Item 58. If yes, which one was the most influential?

1. _____

Why? _____

_____

_____

Item 59. How did you acquire the first dollar you ever earned?

_____

_____

_____

Item 60. Select form the **women you know or are acquainted with** the one that you would most like to emulate.

_____

In a few words, tell what **she** does and why you admire **her.**

_____

_____

Item 61. Select from the world of prominent **women** that you do **NOT** know personally, the one you would like to emulate.

_____

In a few words, tell what **she** does and why **she** earned your admiration.

_____

_____

_____

Item 62. Select from the **men you know or are acquainted with**, the one you would most like to emulate.

_____

Item 63. Select from the world of prominent **men** that you do **NOT** know personally, the one you would most like to emulate.

_____

_____

_____

Item 64 If there were no limitation whatsoever on your career choice, and you could do anything with your life that you want to, what kind of occupation would you choose?

_____

Item 65. Briefly tell why. _____

_____

_____

_____

Item 66. Are there any circumstances which have influenced your career choice which the questionnaire has not mentioned?

1. Yes

2. No.

Item 67. If yes, specify: _____

_____

_____

_____

Item 68. In terms of achieving a successful career, what do you feel are your primary personal assets? (List three in order of importance)

1. _____

2. _____

3. _____

Item 69. In terms of achieving a successful career, what do you feel are your greatest personal obstacles? (List three in order of importance.)

1. _____

2. _____

3. _____

Item 70. Compared to your five best WOMEN friends about your age, how would you rate yourself in terms of physical attractiveness?

1. More attractive
2. About the same degree of attractiveness
3. Less attractive

Item 71. Compared to your five best WOMEN friends about your age, how would you rate yourself in terms of intelligence?

1. More intelligent
2. About the same degree of intelligence
3. Less intelligent

Item 72. Compared to your five best WOMEN friends about your age, how would you rate yourself in terms of ambition?

1. More ambitious
2. About the same degree of ambition
3. Less ambitious

Item 73. Compared to your five best MEN friends about your age, how would you rate yourself in terms of physical attractiveness?

1. More attractive
2. About the same degree of attractiveness
3. Less attractive

Item 74. Compared to your five best MEN friends about your age, how would you rate yourself in terms of intelligence?

1.More intelligent
2. About the same degree of intelligence
3. Less intelligent

Item 75. Compared to your five best MEN friends about your age, how would you rate yourself in terms of ambition?

1. More ambitious
2. About the same degree of ambition
3. Less ambitious

Item 76. Class year

1. Freshman
2. Sophomore
3. Junior
4. Senior

Thank you for your cooperation!

NAME _____

ID NO. _____

SELF-ESTEEM INVENTORY

Please mark each statement in the following way:

If the statement describes how you usually feel, put a check in the column, "Like me."

If the statement does not describe how you usually feel, put a check in the column "Unlike me."

There are no right or wrong answers.

		Like Me	Unlike Me
1.	I often wish I were someone else.	_____	_____
2.	I find it very hard to talk in front of a group.	_____	_____
3.	There are lots of things about myself I'd change if I could.	_____	_____
4.	I can make up my mind without too much trouble.	_____	_____
5.	I'm a lot of fun to be with.	_____	_____
6.	I get upset easily at home.	_____	_____
7.	It takes me a long time to get used to anything new.	_____	_____
8.	I'm popular with people my own age.	_____	_____
9.	My family expects too much of me.	_____	_____
10.	My family usually considers my feelings.	_____	_____
11.	I give in very easily.	_____	_____
12.	It's pretty tough to be me.	_____	_____
13.	Things are all mixed up in my life.	_____	_____
14.	Other people usually follow my ideas.	_____	_____
15.	I have a low opinion of myself.	_____	_____
16.	There are many times when I'd like to leave home.	_____	_____

SELF-ESTEEM INVENTORY - Cont.

		Like Me	Unlike Me
17.	I often feel upset about the work that I do.	_____	_____
18.	I'm not as nice looking as most people.	_____	_____
19.	If I have something to say, I usually say it.	_____	_____
20.	My family understands me.	_____	_____
21.	Most people are better liked than I am.	_____	_____
22.	I usually feel as if my family is pushing me.	_____	_____
23.	I often get discouraged at what I am doing.	_____	_____
24.	Things usually don't bother me.	_____	_____
25.	I can't be depended on.	_____	_____

NAME _____

ID No. _____

Attitude Toward Women Scale

The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (A) Agree strongly, (B) Agree mildly, (C) Disagree mildly, or (D) Disagree strongly. Please indicate your opinion by circling either A. B. C. or D for each item.

1. Swearing and obscenity are more repulsive in the speech of a woman than a man. A B C D
2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day. A B C D
3. Both husband and wife should be allowed the same grounds for divorce. A B C D
4. Telling dirty jokes should be mostly a masculine preorgative. A B C D
5. Intoxication among women is worse than intoxication among men. A B C D
6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry. A B C D
7. It is insulting to women to have the "obey" clause remain in the marriage service. A B C D
8. There should be a strict merit system in job appointment and promotion without regard to sex. A B C D
9. A woman should be as free as a man to propose marriage. A B C D
10. Women should worry less about their rights and more about becoming good wives and mothers. A B C D
11. Women earning as much as their dates should bear equally the expense when they go out together. A B C D
12. Women should assume their rightful place in business and all the professions along with men. A B C D
13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man. A B C D

Attitude Toward Women Scale

14. Sons in a family should be given more encouragement to go to college than daughters. A B C D

15. It is ridiculous for a woman to run a locomotive and for a man to darn socks. A B C D

16. In general, the father should have greater authority than the mother in the bringing up of children. A B C D

17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances. A B C D

18. The husband should not be favored by law over the wife in the disposal of family property or income. A B C D

19. Women should be concerned with their duties of childbearing and housetending, rather than with desires for professional and business careers. A B C D

20. The intellectual leadership of a community should be largely in the hands of men. A B C D

21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men. A B C D

22. On the average, women should be regarded as less capable of contributing to economic production than are men. A B C D

23. There are many jobs in which men should be given preference over women in being hired or promoted. A B C D

24. Women should be given equal opportunity with men for apprenticeship in the various tradesl A B C D

25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy. A B C D

QUESTIONNAIRE ON THE OCCUPATIONAL STATUS OF WOMEN

(Modified)

William C. Bingham and Elaine W. House
Rutgers University

The statements listed below describe attitudes toward the occupational status of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (A) agree strongly, (B) agree mildly, (C) disagree mildly, or (D) disagree strongly. Please indicate your opinion by circling either A, B, C, or D for each item.

1.	No man really prefers to have a female boss.	A	B	C	D
2.	Women need more alternatives for employment than are currently available to them.	A	B	C	D
3.	When a man with a family to support and a single women perform the same work, the man should be paid more.	A	B	C	D
4.	Complete equality for women is unrealistic.	A	B	C	D
5.	Many jobs should be closed to women because of the physical requirements.	A	B	C	D
6.	Most women are capable of performing well as both worker and homemaker.	A	B	C	D
7.	In general, women are less able than men.	A	B	C	D
8.	Women in business are good administrators and supervisors.	A	B	C	D
9.	Approximately 40% of American women who hold college degrees never marry.	A	B	C	D
10.	There is no reasonable way to facilitate the employment of women in jobs such as welder, night watchman, truck driver, etc.	A	B	C	D
11.	Women are more likely than men to work in jobs not adequately covered by Social Security benefits.	A	B	C	D
12.	Many women can perform better than men in some jobs that are presently considered "for men only."	A	B	C	D
13.	Female college graduates need clerical skills as well as a diploma to get employment.	A	B	C	D
14.	There are more jobs in the United States that are totally closed to men than there are that are totally closed to women.	A	B	C	D

15.	According to present estimates, 90% of the women in the United States can be expected to work some time in their lives.	A	B	C	D
16.	Approximately 2/3 of the married women in the United States today are working for income.	A	B	C	D
17.	In the United States today, there are few jobs that cannot be performed equally well by men and women.	A	B	C	D
18.	The discrepancy between salaries received by men and women for doing the same work is increasing.	A	B	C	D
19.	In spite of legislation which makes it illegal to do so, many companies continue to restrict opportunities for women.	A	B	C	D
20.	Because typical working hours are not compatible with women's other responsibilities, many job opportunities are "automatically" closed.	A	B	C	D
21.	One of the major reasons so many young people today have sex role identification problems is that too many women try to compete in business on equal terms with men.	A	B	C	D
22.	On the average women spend about 25 years in the labor force.	A	B	C	D
23.	As a rule, men make better counselors than women.	A	B	C	D
24.	Working women feel guilty about being away from their homes and children.	A	B	C	D
25.	In order to succeed in a field traditionally considered a man's domain, women must surpass men in both ambition and intelligence.	A	B	C	D
26.	Something must be "wrong" with a women who wishes to perform a traditionally male job.	A	B	C	D
27.	In most occupational situations, women perform as adequately as men.	A	B	C	D
28.	Deep down, most women don't want equality.	A	B	C	D
29.	Men find it difficult to marry women who have more education than they do.	A	B	C	D
30.	School principals pay more attention to requests or suggestions which come from male teachers than to those which come from female teachers.	A	B	C	D
31.	In the foreseeable future, women will fill only very limited leadership roles in work settings.	A	B	C	D

32. Women tend to advance into supervisory positions almost exclusively in those occupations in which there is already a predominance of females. A B C D

33. Employers change job titles so they can pay women lower wages or salaries. A B C D

34. It is acceptable for women to work to supplement family income; it is unrealistic for them to expect meaningful implementation of vocational self concepts. A B C D

35. Women excel in fields requiring awareness of and sensitivity to the needs of others. A B C D

NAME _____

ID No. _____

LIFE STYLE INDEX

The statements below describe different life-style attitudes. There are no right or wrong answers, only opinions. Please circle the number of the response that most closely agrees with your attitudes or opinions.

1. As far as you can tell now, do you plan to continue your education after receiving a bachelor's degree?

   Yes, graduate school. 1
   Yes, professional school. . . . 2
   Yes, other training 3
   No, I do not plan to continue. .4

2. How important do you think the following feature of an occupation has been or will be in influencing your choice of a field of work? Circle 1, 2, 3, 4, or 5 to indicate the degree of importance this work feature has for you.

   Provides freedom from supervision

   Completely unimportant. 1
   Not so important. 2
   Somewhat important. 3
   Quite important 4
   Very important. 5

Below are some conditions under which women work. Rate yourself on these by speculating how you might feel about holding a job after marriage and graduation from college. Circle 1, 2, 3, 4, or 5 according to whether you would want to work under each condition.

3. No children; husband's salary adequate

   Definitely not. 1
   Probably not. 2
   Undecided 3
   Probably would. 4
   Definitely would. 5

4. One child of pre-school age; husband's salary adequate

   Definitely not. 1
   Probably not. 2
   Undecided 3
   Probably would. 4
   Definitely would. 5

5. One child of pre-school age; husband's salary not adequate

Definitely not	1
Probably not	2
Undecided	3
Probably would	4
Definitely would	5

6. Two or more children of pre-school age; husband's salary not adequate

Definitely not	1
Probably not	2
Undecided	3
Probably would	4
Definitely would	5

7. Two or more children of school age; husband's salary adequate

Definitely not	1
Probably not	2
Undecided	3
Probably would	4
Definitely would	5

8. Two or more children of school age; husband's salary not adequate

Definitely not	1
Probably not	2
Undecided	3
Probably would	4
Definitely would	5

9. Children have grown up and left home, husband's salary adequate

Definitely not	1
Probably not	2
Undecided	3
Probably would	4
Definitely would	5

10. Assume that you are trained for the occupation for your choice, that you will marry and have children, and that your husband will earn enough so that you will never have to work unless you want to. Under these conditions, which of the following would you prefer (circle one).

To participate in clubs or volunteer work	1
To spend time on hobbies, sports or other activities	2
To work part-time in your chosen occupation	3
To work full-time in your chosen occupation	4
To concentrate on home and family	5
Other (explain briefly)	6

LIFE STYLE INDEX - Cont.

11. Fifteen years from now, would you like to be:

A housewife with no children	1
A housewife with one or more children	2
An unmarried career woman	3
A married career woman without children	4
A married career woman with children	5
Other: what?	6

CAREER ASPIRATIONS

Name _____

ID # _____

1. Declared Major on entering Cortland _____

2. Current Major _____

3. If you have changed majors, what were your reasons for doing so?

_____

_____

_____

4. What career were you planning on when you entered college?

_____

5. What career do you hope to have now?

_____

6. If you have changed goals, what were the major reasons?

_____

_____

_____

7. If there were no limitation whatsoever on your career choice, and you could do anything with your life that you want to, what kind of occupation would you choose?

_____

8. Briefly tell why. _____

_____

_____

_____

9. In terms of achieving a successful career, what do you feel are your primary personal assets? (List three in order or importance)

1. _____

2. _____

3. _____

10. In terms of achieving a success career, what do you feel are your greatest personal obstacles? (List three in order of importance).

    1. _____

    2. _____

    3. _____

11. Class Year

    1. Freshman

    2. Sophomore

    3. Junior

    4. Senior

APPENDIX C

Course Evaluation Summaries

Fall 1978
N = 34

COURSE EVALUATION

SUMMARY

SECTION I: Items 1-13. Circle one response number for each question.

NA (0) = Not Applicable or don't know. The statement does not apply to this course or instructor, or you simply are not able to give a knowledgeable response.
SA (4) = Strongly Agree. You strongly agree with the statement as it applies to this course or instructor.
A (3) = Agree. You agree more than you disagree with the statement as it applies to this course or instructor.
D (2) = Disagree. You disagree more than you agree with the statement as it applies to this course or instructor.
SD (1) = Strongly Disagree. You strongly disagree with the statement as it applies to this course or instructor.

	NA	SA	A	D	SD
1. The objectives for the course have been made clear	0	14	17	3	0
2. There was considerable agreement between the announced objectives of the course and what was actually taught.	0	9	20	4	1
3. The class time was used well.	0	4	15	12	2
4. The instructors were readily available for consultation with students.	1	19	13	0	1
5. Lectures were too repetitive of what was in the textbook(s).	2	1	2	25	4
6. Students were encouraged to think for themselves.	0	12	15	5	2
7. In this class, I felt free to ask questions or express my opinions.	0	22	11	1	0
8. The students were told how they would be evaluated in the course.	0	20	11	3	0
9. My interest in the subject area has been stimulated by this course.	2	9	13	8	2
10. The scope of the course has been too limited; not enough material has been covered.	3	8	18	5	0
11. I have been putting a good deal of effort into this course.	0	7	21	4	2
12. The instructors were open to other viewpoints.	0	11	17	5	0
13. In my opinion, the course objectives were accomplished.	1	7	19	6	1

(continued on next page)

SECTION II: Items 14-20. Circle one response number for each question.

	1	2	3	4	5	6	7	8
14. For my preparation and ability, the level of difficulty of this course was:	2	6	24	2	0	-	-	-
15. The work load for this course in relation to other courses of equal credit was:	3	10	18	2	0	-	-	-
16. For me, the pace at which the material was covered during the term was:	1	8	24	0	0	-	-	-
17. To what extent were examples or illustrations used to help clarify the material?	13	13	6	0	-	-	-	-
18. Was class size satisfactory for the method of conducting the class?	22	4	0	8	-	-	-	-
19. What is your approximate cumulative grade-point average?	0	0	6	5	0	0	0	22
20. What is your class level?	33	0	1	0	0	0	-	-

SECTION III: Items 21-25. Circle one response number for each question.

0 = Not Applicable. Don't know, or there were none.
1 = Excellent
2 = Good
3 = Satisfactory
4 = Fair
5 = Poor

	0	5	4	3	2	1
21. Overall, I would rate the textbook(s)	1	4	10	11	8	0
22. Overall, I would rate the supplementary readings	12	2	8	7	3	0
23. I would rate the general quality of the exams	27	1	1	1	2	0
24. I would rate the overall value of class discussions	0	1	6	7	18	2
25. I would rate the overall value of this course to me as	0	4	6	9	10	5

(continued on next page)

SECTION IV: Items 26-31. Circle one response number for each question.

26a. Which of the following sessions did you find most interesting or informative?

b. Which was least interesting or informative?

		a	b
a.	Women in the Past - Women in Literature - Dr. McLaughlin	2	4
b.	Women's Rights - Kate Spann, Attorney	3	4
c.	Women in the Present - Sissy Farentnold	6	2
d.	Panel of Cortland Graduates	4	6
e.	Factors Affective Achievement - Walker, Scales, Brooks	5	1
f.	Women in Politics - Constance Cook	4	2
g.	Careers in Math - Anderson, Taylor, Wyllie	2	4
h.	Careers in Chemistry - Phillips and Robie	3	3
i.	Careers in the Social Sciences - Walker, McDowell-Loudan	2	0
j.	Careers in Management/Administration - Dickinson, McLaughlin, Scales	5	1

27. Name 2 things you liked best about the course.

1. Speakers
2. Variety, openness, chance to express feelings, good discussions
3. Home staff, Rozanne Brooks
4. Helped prepare for the future
5. Self-improving

28. Name 2 things you liked least about the course.

1. Too much toward Women's Lib
2. The logs
3. 4-Year Curriculum
4. Too much into one class
5. Some of the lecturers

29. What did you think was the most important thing you learned in this course?

1. Lot of opportunities for women
2. Women still have a ways to go
3. To be more confident, to think positive
4. Don't let attitudes affect your motivation

30. What constructive changes would you make in this course for next semester?

1. No log
2. More films, more discussion
3. No advisors

31. Any other comments?

1. Enjoyed meeting with advisor
2. Should be more credits
3. Staff shouldn't try to "persuade" [illegible] into their particular field

Spring 1979
N = 41

COURSE EVALUATION
SUMMARY

SECTION I: Items 1-13. Circle one response number for each question.

NA (0) = Not Applicable or don't know. The statement does not apply to this course or instructor, or you simply are not able to give a knowledgeable response.
SA (4) = Strongly Agree. You strongly agree with the statement as it applies to this course or instructor.
A (3) = Agree. You agree more than you disagree with the statement as it applies to this course or instructor.
D (2) = Disagree. You disagree more than you agree with the statement as it applies to this course or instructor.
SD (1) = Strongly Disagree. You strongly disagree with the statement as it applies to this course or instructor.

	NA	SA	A	D	SD
1. The objectives for the course have been made clear	0	18	20	2	1
2. There was considerable agreement between the announced objectives of the course and what was actually taught.	1	21	18	1	1
3. The class time was used well.	0	17	18	5	1
4. The instructors were readily available for consultation with students.	10	11	14	4	2
5. Lectures were too repetitive of what was in the textbook(s).	2	2	5	16	17
6. Students were encouraged to think for themselves.	0	19	15	4	3
7. In this class, I felt free to ask questions or express my opinions.	1	20	16	3	1
8. The students were told how they would be evaluated in the course.	1	23	15	2	1
9. My interest in the subject area has been stimulated by this course.	1	20	14	5	1
10. The scope of the course has been too limited; not enough material has been covered.	0	4	5	18	14
11. I have been putting a good deal of effort into this course.	1	23	14	1	2
12. The instructors were open to other viewpoints.	3	9	20	6	2
13. In my opinion, the course objectives were accomplished.	0	12	24	3	2

(continued on next page)

SECTION II: Items 14-20. Circle one response number for each question.

	1	2	3	4	5	6	7	8
14. For my preparation and ability, the level of difficulty of this course was:	0	6	31	3	1	-	-	-
15. The work load for this course in relation to other courses of equal credit was:	0	2	8	18	14	-	-	-
16. For me, the pace at which the material was covered during the term was:	0	9	28	2	1	-	-	-
17. To what extent were examples or illustrations used to help clarify the material?	15	14	9	1	-	-	-	-
18. Was class size satisfactory for the method of conducting the class?	27	5	0	10	-	-	-	-
19. What is your approximate cumulative grade-point average?	8	7	13	7	1	0	1	3
20. What is your class level?	17	7	8	8	0	1	0	0

SECTION III: Items 21-25. Circle one response number for each question.

0 = Not Applicable. Don't know, or there were none.
1 = Excellent
2 = Good
3 = Satisfactory
4 = Fair
5 = Poor

	0	5	4	3	2	1
21. Overall, I would rate the textbook(s)	0	2	7	12	13	7
22. Overall, I would rate the supplementary readings	15	1	7	9	6	3
23. I would rate the general quality of the exams	37	1	0	1	0	1
24. I would rate the overall value of class discussions	0	3	6	7	15	10
25. I would rate the overall value of this course to me as	0	3	6	5	10	17

(continued on next page)

SECTION IV: Items 26-31. Circle one response number for each question.

26a. Which of the following sessions did you find most interesting or informative?

b. Which was the least interesting or informative?

	a	b
a. Factors Affecting Achievement - Walker, Scales, Brooks	11	0
b. Women in the Past - Film and Dr. Sipher	5	18
c. Current Legal Status of Women - Mrs. Hutchins	12	1
d. Women and Marriage--Ideal and Real - McLaughlin and Buehler	19	0
e. Careers in Banking and Insurance - Dickinson and Allen	4	7
f. Cortland Graduates in Atypical Fields	9	0
g. Careers in Health Related Areas - Pielock, Anderson, and Van Dyke	13	2
h. Computer Science and Math - Wyllie, Taylor, and Anderson	3	8
i. Careers in Social Science - Femmel, Cavataio, and McDowell-Loudan	9	2
j. Careers in Management - Ferguson, Dickinson, and Swarr	11	2
k. Women in the Labor Force - Tarr-Whelan	11	0
l. Women Working from the Male Perspective	12	0

27. Name 2 things you liked best about the course.

1. Made us aware of social discrimination against women
2. Wide variety of career possibilities and speakers
3. Field study project
4. Home Staff
5. Learned about self and goals
6. Informative
7. 4-year Curriculum Plan

28. Name 2 things you liked least about the course.

1. Diaries
2. Attitude of female superiority instead of female equality
3. Too much work for only two credits
4. Readings were too repetitious

29. What did you think was the most important thing you learned in this course?

1. Different professions available to women
2. Helped convince me of what field to enter
3. Proud to be a woman
4. Evaluation of self and goals
5. How far women still have to go
6. Be open for new opportunities

30. What constructive changes would you make in this course for next semester?

1. Should be more credits
2. Readings too repetitious
3. Try to find speakers that are involved in organizations for women
4. More group discussions
5. More male perspectives and male students in class
6. Career and education plan for next five years
7. Diaries should not be due so often

(continued on next page)

31. Any other comments?

1. Learned more about self
2. Field Study Project--Excellent idea
3. Enjoyed home staff!

APPENDIX D

Newspaper Articles and Conference Materials

SUCC Sex Stereotyping Project Is Funded By $75,000 Grant

By JOAN VROOMAN
Community Living Editor

Women don't at an early age, develop career goals. They don't think in terms of long-term committment.

If a woman does well at school, she considers herself "lucky" rather than believing that she does so because she is capable of success.

The "pink collar" work force consists of jobs that are predominently female... elementary education, secretarial, bank teller, nursing, social work, library science... all overcrowded and generally underpaid.

It is because of these and similar conclusions that ten women members of the SUCC arts and sciences faculty and administrative staff have planned a project designed to assist women students in overcoming sex stereotyping in the choice of academic courses and career decisions.

Their proposal concerning this pilot project was accepted by the U.S. Office of Education, and SUCC has been awarded a $75,000. grant to implement the year-long program.

Five members of the project staff, Dr. Judith Best, associate professor of political science, and Dr. Alice Walker, assistant professor of psychology, the co-directors of the project; Dr. Rozanne Brooks, distinguished teaching professor of sociology, and Susan Scales, associate dean of arts and sciences, were available last week for an interview concerning the new project.

"We're already getting static about our 'sexist program', laughed Dr. McLaughlin. And while most of this is from male colleagues and is in the form of ribbing, the leaders admit that some of it masks a certain amount of professional jealousy.

"They are a little envious of the size of the grant," said Dr. Best.

Explaining her reasons for involvement in this project, Dr. Walker noted: "My personal experiences have made me acutely aware of the problems women face in attempting to choose careers, and the experiences of my children have also indicated the pressures women face to stay in the traditional paths. Since I have been here at Cortland I have also had numerous occasions to deal with bright, capable young women who either tend to stick to tried and true feminine vocations or who set their aspirations lower than their abilities indicate they should."

The idea for the project was introduced by Dr. Aline O. Quester, associate professor of economics, who is now on Sabbatical leave from Cortland.

"She planted the seed; now we have to nuture it," said Dr. Best.

"Of the 110-115 freshmen women, chosen at random, that we have contacted, about 80 have agreed to participate in the project. They represent a variety of backgrounds from a variety of places throughout the State, and, I believe a couple of them are from out-of-state," advised Dr. Walker.

Dr. Brooks explained the procedure to be followed.

"Each will be assigned a mentor, who will be more than an advisor... to work with her for ten hours each semester. During that time, the mentor will discuss the girl's attitudes towards her career, the role women have played in her life; what person, male or female, influenced her as a child, and how she has gone about making her career choice.

"Secondly, the students will attend a special two-credit course, put together by Dr. Best and Dr. M. Gail Phillips, (associate professor of chemistry,) which will consist of lectures, films, etc. concerning the limitations in many of the traditional jobs available to women as compared to those available to men. This course will be open to male students also, and we would hope that many will be interested enough to attend.

"Lectures by visiting women professionals who have achieved success, a featured part of the course, will also be available to the entire community. So far, acceptances to participate have come from Constance Cook, former Assemblywoman from Ithaca and Sissy Farenthold, president of Wells College.

"The third component of the course will be research which will help the staff determine the effectiveness of the course and which can be helpful elsewhere," Dr. Brooks went on.

The student will initially be given a battery of psychological tests in the form of a 10-page questionnaire, set up by Dr. Brooks. They will then be retested after the sessions with their mentor.

Important questions might be "Where do you want to be at the age of 40? At what pay level?"

According to Ms. Scales, "the bulk of studies have been made with men; there are very few career studies made with women."

The group admitted to groping a little..."we're trying to wrap up a package," continued Dr. Best. "Women don't have many female models.

"We are particularly aware of this need because many times our female students have asked us what our lives are like... or what it has cost us to come this far.

"We have pooled all of our information, and hope to be able to encourage them to seek higher goals," she added.

"The fact that 70 percent of the girls responded to our letter seeking their support, demonstrated what our feeling has been that there is a need for this type of service," interjected Ms. Scales.

Discussing women's fear of being labeled "brainy" or of "beating" a man at a sport, the project women agreed that in general, men cannot deal with it; they don't know how to handle it, or how to justify it.

"It takes a great deal of effort for a woman to hide under a bushel," noted Dr. Best. "But most of us have learned to do so.

"We will make a conscious effort to utilize men in this course, because they need to be educated too," advised Dr. Walker. 'Hopefully we will have male faculty, and students too, attending the course. We need their reaction to it.

"After all, we don't want to antagonize them... we must sensitize them!"

The ten staff leaders will be keeping mentoring logs just as the students are expected to make notes on their own progress. "We are committed to putting on workshops for other SUNY schools, too," Best noted.

In time, they see publication of the information they have obtained from these studies which should be most helpful to other project leaders as well as being encouraging to all young women struggling to become more enlightened.

A ten-year follow-up phase will enable the leaders to determine how successful their initial efforts have been.

The additional staff members who have worked on the project with the six mentioned above include Vivian Adnerson, counselor in the educational opportunity program; Dr. Ellie McDowell-Loudan, associate professor of anthropology, Sonia Selmon, director of the art gallery; and Dr. Irmgard C. Taylor, associate professor of foreign lar guages.

The leaders admitted to being a little overwhelmed at first as to how to handle the project. "We finally got together the proposal, and then we were stunned when it was accepted."

"The last chapter is far from being written, and we're rolling with it too," advised Ms. Scales.

"As we think back on our own past, we will all come out more educated and sensitized," Dr. Walker added.

"Working on this project, certainly was an experience," concluded Dr. Best. "I'm used to working with men; I've never before worked with women and it was quite interesting."

Isn't it ironic that there are so few women professionals that they have little or no opportunity to work with other females? This is additional proof that this project is long overdue for today's young woman.

SUCC Has Received A $75,000 Grant Aimed At Helping Women Overcome Sex Stereotypes

State University College at Cortland has been awarded a $75,000 grant by the U.S. Office of Education to undertake a pilot project designed to assist women students in overcoming sex stereotyping in the choice of academic courses and career decisions.

Ten women members of Cortland's arts and sciences faculty and administrative staff form the nucleus for planning and implementing the year-long program which also includes a 10-year follow-up phase.

"Studies indicate that approximately 70 percent of employed American women are involved with only four major fields — teaching, nursing, secretarial and social work," said Dr. Alice Walker, assistant professor of psychology at Cortland. "The primary purpose of this project is to broaden the outlook for women college students as they plan their academic program and undertake preparation for future careers. The importance of this is vital for college-age women since their academic choices have a definite bearing on their employability status after college. We will be attempting to encourage women students to think in the broadest possible terms in regard to their individual interests and abilities."

The 10-member project staff will begin the program in September with the start of the fall term. Approximately 100 freshman women will be randomly selected and participate on a voluntary basis as part of an experimental group. They will be given a number of tests to assess attitudes and aptitudes and will be provided with intensive academic advisement on the part of the 10-women staff. They will enroll in a special two-credit course, "Life and Career Choices for Women." An established need for role models will be fulfilled in part by the project staff as well as by a series of guest lectures by successful women in various careers.

The new course is being coordinated by Dr. Judith Best, associate professor of political science, with the assistance of Dr. M. Gail Phillips, associate professor of chemistry. All 10 members of the project staff will join in a team-teaching effort for the course which will be offered during the fall and spring semesters.

"In the course, we shall be taking dead aim at the artificial barriers that have been restricting young women to prepare for lesser-paying skills and lower-paid professions than are available to qualified young men in this county," explained Dr. Best. "We want to illustrate that there are limitations in many of the 'traditional' jobs that are available to women and that with sufficient planning and preparation they can achieve satisfaction and success in a whole range of careers."

Although designed for women students, the course will be available to interested men students on campus. Lectures by visiting women professionals also will be open to the campus community.

The intensive advisement which will be provided for the 100 students in the experimental group will be particularly directed at overcoming "the effects of the sex bias imbedded in counseling practices and training" as documented on a national scale in a 1976 report by the Higher Education Research Institute.

Dr. Rozanne Brooks, distinguished teaching professor of sociology, said that the advisement strategy will be to concentrate on individual interests and aptitudes of the women students in the program. "Detailed information will be gathered on each student to assist in the advisement process as well as to lay the groundwork for the longitudinal studies regarding the 10-year outcome study which will be conducted as part of the project," Dr. Brooks said.

The 10-year study will focus on the type of careers eventually selected by the students, salary levels, job satisfaction and overall reaction to the type of educational preparation they received.

One of the devices which will be used to collect background data on the 100 students in the experimental group is a questionnaire developed by Dr. Brooks. Used for the first time this fall, the questionnaire will point to the sociological factors which have influenced the women up to the point of entering college.

In addition to the 100-student experimental group, another group of 200 freshman women will be randomly selected as a control group to utilize in comparative evaluations. These 200 volunteers will have no interaction with the project staff but will be absorbed into the traditional orientation, advisement and scheduling processes of the College. They will be tested, however, in anticipation of the follow-up comparison studies at the end of the 10-year period.

The federally funded project is not viewed as "a feminist program" by the 10-women staff. "Our mission is to give women choices," explains Dr. Marilou McLaughlin, director of sponsored research at Cortland and a member of the project staff. "Our goals and planned outcomes are to change women college students' self-limiting self images and to encourage them to consider a broader range of options in their academic choices and career goals."

Members of the project staff believe that there will be some immediate short-term gains for the College. For example, they expect that attrition will be reduced among students receiving intensive advisement. And they predict that women in the experimental group will become sensitive to stereotyped attitudes.

Dr. Walker and Dr. Best, who are serving as co-directors of the project, said that the College will benefit from the project by receiving full results of the studies which will complement other campus efforts to reduce attrition and to improve the collection of career information on Cortland alumni. They hope that the College could be encouraged to continue the program in some form or other even if federal funding was not renewed. Project results also will be shared with other educators and educational agencies.

The federal grant will finance the extensive data collection and analysis, including the 10-year followup study, computer costs, films, curriculum materials, field trips, guest speakers and a year-end conference.

Most of the credit for framing the project is given by the project staff to Dr. Aline O. Quester, associate professor of economics who is now on leave from Cortland. She has done several studies on women as part of the labor force in the U.S.

Other members of the project staff at Cortland are: Vivian Anderson, counselor in the Educational Opportunity Program; Dr. Ellie McDowell-Loudan, associate professor of anthropology; Susan Scales, associate dean of arts and sciences; Dr. Sonia Simon, director of the art gallery; and Dr. Irmgard C. Taylor, associate professor of foreign languages.

STATE UNIVERSITY OF NEW YORK
College at Cortland
CORTLAND, N. Y. 13045

NEWS

PUBLIC RELATIONS OFFICE

TELEPHONE: (607) 753-2518

File:N/60/78

IMMEDIATE RELEASE
Oct. 6, 1978

Dr. Frances (Sissy) Farenthold, president of Wells College, will speak at State University College at Cortland Monday, October 9, as part of a project designed to assist women in overcoming sex stereotyping.

The lecture, "What Women Can Do in Today's World," will begin at 7 p.m. in Sperry Learning Resources Center, Room 114, on the college campus. The public is invited and there will be no admission charge.

Mrs. Farenthold, 51, first woman president of Wells, a women's liberal arts college, served two terms as the only woman in the Texas House of Representatives. She ran for governor in 1972, finishing second in a six-candidate race for the U.S. vice president, winning 400 delegate votes at the 1972 Democratic National Convention.

Mrs. Farenthold served as first chairperson of the National Women's Political Caucus from 1973 to 1975 and presently chairs its advisory board. She has been active in many national and state organizations including the Mental Health Law Institute, the Texas Advisory Committee to the U.S. Civil Rights Commission, the Commission on Private Philanthropy and Public Need (the Filer Commission), and the American Civil Liberties Union. She is on the advisory board of the Schlesinger Library at Harvard University, which is currently collecting papers on the history of American women.

A 1946 Vassar graduate, Mrs. Farenthold earned the J.D. degree at the University of Texas Law School, one of three women in a class of 800. A political science major at Vassar, she now serves on that College's Board of Trustees.

She has been awarded the honorary doctor of law degrees from Boston University, Hood College and Regis College. She is a recipient of a Yale Women's Forum medal, awarded to women who have achieved in their chosen field and have promoted the welfare of women in general. She also is a member of the Texas Bar Association.

Mrs. Farethold's lecture is one of a series that will be given by visiting women professionals throughout the year as part of the "Life and Career Choices for Women" program at Cortland.

- more -

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NEWS

PUBLIC RELATIONS OFFICE

TELEPHONE: (607) 753-2518

File: N/227/78

IMMEDIATE RELEASE
May 4, 1979

Linda Tarr-Whelan, third ranking department official in the New York State Department of Labor, will discuss "Women in the Labor Force" at the"Life and Career Choices for Women" lecture Monday, May 7, at 7 p.m. in Room 214 of the Sperry Learning Resources Center at State University College at Cortland.

Ms. Tarr-Whelan, administrative director for the Department of Labor, is responsible for a budget of $325 million of federal and state funds, 10,500 employees, and 250 offices throughout the state.

The graduate of Johns Hopkins University and University of Maryland has acted as a private consultant for the Ford Foundation and Cornell University School of Industrial and Labor Relations on the subject of women in public employment. She has also had various associations with the American Federation of State, County, and Municipal Employees, as well as various Governor's health committees.

Life and Career Choices for Women is part of a $75,000 grant to the College from the United States Department of Health, Education and Welfare to assist women in overcoming sex stereotyping in their academic and career decisions.

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NEWS

PUBLIC RELATIONS OFFICE TELEPHONE: (607) 753-2518

File:N/ 178/78

IMMEDIATE RELEASE
March 16, 1979

Cortland graduates in atypical fields will be the area of discussion when the Life and Career Choices for Women course at State University College at Cortland offers the seventh in a series of lectures Monday, March 19.

Ensign Valerie Bruce, Fourth Naval District, United States Naval Reserve, and Gloria Lehrman, manager of the Love of Pete store in Cortland, will speak about their careers and avenues leading to them. The program will begin at 7 p.m. in Room 214 of the Sperry Learning Resources Center.

Bruce, a 1977 graduate of Cortland State with a B.A. in Early Secondary Education, entered Naval Office Candidate School in Newport, R.I., in January 1978 and received her commission as an officer in the U.S. Navy in May 1978.

She is editorial assistant of Seabreeze, a Naval base paper, has traveled extensively throughout Europe, and speaks fluent Spanish. At Cortland, she was a member of Kappa Delta Pi, a national education honor society.

Lehrman a native of Hicksville, N.Y., received her B.A. from Cortland in secondary English in 1970 and completed the requirements for a master's degree in 1975. While at SUCC, she was a member of Transition literary magazine, and Alpha Delta Sorority.

She is secretary-treasurer for the Downtown Business Association in Cortland, a member of the Cortland County Chamber of Commerce, and an Advisory Board member for the Business Administration program at Tompkins Cortland Community College.

The Life and Career Choices for Women course is part of a $75,000 grant project awarded to Cortland by the U.S. Department of Health, Education and Welfare to assist women in overcoming sex stereotyping in the choice of academic and career decisions.

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We Don't Do Windows:
Women's Academic and Career Choices

9:00 - 10:00	Registration - Corey College Union Room 219 Coffee and Doughnuts
10:00 - 11:15	The Dream: The Cortland Project on Women's Academic and Career Choices
11:15 - 11:30	Break
11:30 - 12:15	The Reality: Student Reactions to the Project
12:30 - 1:30	LUNCH - (Approximately $2.50)
1:45 - 2:45	Keynote Address: Women's Jobs in the 80's
2:45 - 3:00	Break
3:00 - 4:00	Successes & Failures: Here and Elsewhere Panel discussion of attempts at several institutions to encourage women to broaden their options.

ABSTRACT

This project proposes to develop and test a model for overcoming sex stereotyping in career choices. It employs a three-faceted approach to influence college women's academic and subsequent career choices: 1) a 2-credit strategy course, 2) intensive and personalized academic advisement, and 3) role modeling by women faculty and by a series of women speakers working in atypical careers. The primary objective is to open and broaden college women's thinking about academic and career choices. Such action is especially timely to overcome women's persistence in choosing careers such as teaching at a time when the market for teachers is seriously diminished. Our assumption is that this persistence is a result of stereotypic assumptions and of inadequate academic and career advisement, instruction, and role-modeling. This project will develop, test, and evaluate the described approach.

Evaluation
Women's Academic and Career Choices
Dissemination Conference
October 6, 1979
State University College at Cortland

Our purpose in conducting a conference was to present to you an explanation of (1) how our project was conceived, developed, and implemented, (2) specifically how the three separate components (the 2-credit course, role-modeling, and mentoring) were designed to work, (3) what we learned from both our successes and failures, and (4) what is being done at such places as Cornell, SUNY Binghamton, and Tompkins-Cortland Community College.

We should like to know if the Conference accomplished those objectives. We welcome your suggestions or comments.

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1. Was the description of the purpose and design of the Cortland project clear and adequate?

   Yes 100% No ____ Needed more information ____

2. Did the presentations of activities at other campuses contribute to the worth of the Conference?

   Yes 58% No 16% Somewhat 16%

3. Do you see some possibility that all or part of the Cortland project might work at your own institution?

   Yes 25% No 8% Yes, but not without funding 33%
   NA 33%

4. In the discussion of successes and failures, and in the overall presentation, was your impression of the Cortland project positive?

   Yes - 100%

5. Were the general arrangements--conference location, lunch, organization--satisfactory?

   Yes - 100%

6. Was there any one part of the Conference that you thought especially successful?

   Project presentation - 92%
   Keynote speaker - 8%

7. Was there any one part of the Conference that you did not like?

Keynote speaker - 40%

8. What might we have done to improve the Conference?

No suggestions.